DOCUMENT RESUME

ED 198 789	IR 008 580

TITLE	Office of Education Research Reports, 1956-65. Resumes.
INSTITUTION	Educational Resources Information Center (DHEW), Washington, D.C.
SPONS AGENCY	Office of Education (DHEW), Washington, D.C.
PUB DATE	Jun 67
NOTE	341p.; For related document, see IR 008 581.
EDRS PRICE	MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	*Abstracts; Annotated Bibliographies; *Educational Research; *Research Reports
IDENTIFIERS	*ERIC

ABSTRACT

This collection of research report abstracts covers projects sponsored by the Bureau of Research, Office of Education, primarily under the Cooperative Research Program (PL 83-531, as amended by PL 89-10). Also included are projects authorized by other legislation, i.e., Adult and Vocational Education, PL 88-210; Captioned Films for the Deaf, PL 85-905; Handicapped Children and Youth, PL 88-164; Language Development, PL 85-864, Title VI; New Educational Media, PL 85-864, Title VII, Parts A and B; and Research in Foreign Countries, PL 83-480. These reports covering the years 1956 to 1965 were received by the Bureau of Research prior to the publication of Research in Education (now Resources in Education) in November 1966. This is the first of two publications prepared by the Educational Research Information Center (ERIC) to make information on the results of these projects available to the educational community; the second volume provides access to the abstracts via author, institution, subject, and report number indexes. (RAA)

****
*   Reproductions supplied by EDRS are the best that can be made   *
*   from the original document.   *
****

ED198789

EDUCATIONAL RESEARCH INFORMATION CENTER ERIC

OFFICE OF EDUCATION RESEARCH REPORTS

U.S. DEPARTMENT OF HEALTH,
EDUCATION & WELFARE
NATIONAL INSTITUTE OF
EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

1956-65

2

ED 002 747 - ED 003 960

RESUMES

3

This publication has been issued in two volumes, one for Indexes and one for Resumes:

Office of Education Research Reports, 1956–65
Indexes (OE–12028)
$2.00

Office of Education Research Reports, 1956–65
Resumes (OE–12029)
$1.75

Send check or money order (no stamps) to the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Contents do not necessarily reflect official Office of Education policy. Contents of the magazine may be reprinted freely without requesting permission. Mention of the source will be appreciated.

A publication of the
U.S. DEPARTMENT OF HEALTH, EDUCATION, AND WELFARE—John W. Gardner, Secretary
Office of Education—Harold Howe II, Commissioner
Bureau of Research—R. Louis Bright, Associate Commissioner
Division of Information, Technology, and Dissemination—Lee G. Burchinal, Director

4

U.S. GOVERNMENT PRINTING OFFICE
WASHINGTON: June 1967

Superintendent of Documents Catalog No. FS 5.212:1202[illegible]

OFFICE OF EDUCATION RESEARCH REPORTS 1956-65
RESUMES

These resumes comprise one volume of a two-volume publication* prepared by the Educational Research Information Center (ERIC) to help teachers, administrators, research specialists, and others in the educational community make better use of available research results.

The research reports described by these resumes have been produced on projects sponsored by the Bureau of Research, Office of Education, primarily under the Cooperative Research Program (PL 83-531, as amended by PL 89-10). Other legislation authorizing the research projects includes Adult and Vocational Education, PL 88-210; Captioned Films for the Deaf, PL 85-905; Handicapped Children and Youth, PL 88-164; Language Development, PL 85-864, Title VI; New Educational Media, PL 85-864, Title VII, Parts A and B; and Research in Foreign Countries, PL 83-480.

The research reports cover the years from 1956 to 1965 and were received by the Bureau of Research before RESEARCH IN EDUCATION was first published.

---

*The companion volume, containing indexes for the same research reports, should be used in conjunction with these resumes.

research in education

RESEARCH IN EDUCATION is a monthly catalog that has been published since November 1966 to provide regular announcement for the latest significant findings of educational research. In a format similar to this two-volume publication, RESEARCH IN EDUCATION announces substantive reports received on projects funded by the Bureau of Research, Office of Education, and research materials collected by ERIC's network of subject-oriented information centers. (The ERIC network is discussed in the back of this publication.) RESEARCH IN EDUCATION also announces new research projects as they are funded by the Office of Education so that the reader can keep abreast of ongoing as well as completed research.

RESEARCH IN EDUCATION can be purchased from the Superintendent of Documents, U.S. Government Printing Office, in single copies or by subscription with the order blank shown below.

Mail order form to:

Superintendent of Documents, Government Printing Office, Washington, D.C. 20402

Enclosed find $__________ (check or money order). Please enter my subscription to **Research in Education**; *$11, domestic; $13.75, foreign, per year (12 issues).*
Single copy: $1, domestic.

For use of Supt. Docs.	

Name____________________

Address____________________

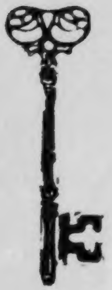
City, State, and ZIP Code____________________

GPO : 1966 O—240-616

organization of this catalog

The resumes in this volume are arranged in numerical order by their accession numbers appearing in the upper left-hand corner. The six-digit accession numbers, with ED prefixes, were assigned sequentially as the research reports were being indexed, abstracted, and cataloged for this two-volume publication.

Although the reader can browse through the resumes in this volume, he will find no logical arrangement among them to assist his search. The user should, therefore, first consult the indexes for authors, subjects, institutions, and report numbers that have been published in the companion volume.



THE ACCESSION NUMBER IS THE KEY. CONSULT THE INDEXES FIRST.

availability of reports

The Educational Research Information Center (ERIC) is striving for the widest possible dissemination and use of the research reports cited in this publication and has, therefore, made arrangements for these reports to be purchased at a reasonable cost from the:

ERIC Document Reproduction Service
Bell & Howell Company
1700 Shaw Avenue
Cleveland, Ohio 44112

Prices for individual reports are quoted on the last line of each report citation. "MF" stands for microfiche; "HC", for hard copy.

A microfiche is a 4" x 6" film card that contains up to 60 pages of text. Hard copy reproductions are 6" x 8", which is about 70 percent as large as the original text.

The inside back cover of this catalog lists additional information about the procedure for ordering reports; an order blank has been included as the last page of this publication.

The ERIC Document Reproduction Service also fills orders for the research materials that are regularly announced in monthly issues of RESEARCH IN EDUCATION.

REPORT
RESUMES

SAMPLE ENTRY

ED 000 000 24

A STUDY OF THE OPTIMUM PHYSICAL VIEWING CONDITIONS FOR A REAR PROJECTION DAYLIGHT SCREEN.
BY- ASH, PHILIP
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
REPORT NUMBER CRP-234 PUB DATE 01-OCT-65
CONTRACT/GRANT OEC-6-12-01234-0033
EDRS PRICE MF-$.027 HC-$1.06 231 P

DESCRIPTORS- *AUDIOVISUAL AIDS, *CABINET-TYPE PROJECTOR, ACHIEVEMENT, EQUIPMENT, TEACHING METHODS, *VIEWING CONDITIONS, INSTRUCTIONAL FILM, TEACHING METHODS, FILMS,

AN EXPERIMENT WAS DESIGNED TO DISCOVER THE DIFFERENCES IN LEARNING THAT COULD BE ATTRIBUTED TO DIFFERENCES IN ROOM ILLUMINATION, VIEWING ANGLE, AND DISTANCE FROM THE SCREEN AS THEY RELATED TO THE CABINET-TYPE PROJECTOR PARTICIPANTS WERE 721 NAVY TRAINEES. THEIR TASK CHOSEN WAS TO ASSEMBLE THE BREECH BLOCK OF AN ANTIAIRCRAFT GUN. ALTHOUGH MOST TRAINEES COULD NOT PERFORM THE TASK WITHOUT INSTRUCTION, THEY LEARNED THE ASSEMBLY IN A FEW MINUTES WITH AN APPROPRIATE FILM. HALF OF THEM SAW THE FILM UNDER DAYLIGHT ILLUMINATION CONDITIONS. THE OTHER HALF SAW THE FILM UNDER DARKENED ROOM CONDITIONS. A TEST WAS SET UP WITH 50 SEATING POSITIONS AT VARYING ANGLES OF VIEW AND AT VARYING DISTANCES FROM THE SCREEN. THE TRAINEES WERE TESTED AFTER THEY SAW THE FILM. PERFORMANCE WAS BETTER UNDER DAYLIGHT CONDITIONS IN THE OPTIMUM VIEWING AREA. OPTIMUM VIEWING WAS WITHIN 30 DEGREES OF THE CENTER LINE AND WITHIN 12 SCREEN WIDTHS OF THE SCREEN. THESE FACTORS SHOULD BE TAKEN INTO CONSIDERATION IN TRAINING SITUATIONS WHEN TRAINEES PRACTICE A SKILL DURING A FILM SHOWING. (CG)

Accession Number--an identification number sequentially assigned to reports as they are processed.

Title of the Research Report.

Author(s)--the individual(s) who prepared the report.

Report Number--a number assigned by the report's originator.

Contract or Grant Number--contract numbers have OEC prefixes; grant numbers have OEG prefixes.

EDRS Price--price of the document through the ERIC Document Reproduction Service. "MF" means microfiche; "HC" means hard copy.

Descriptors--the subject terms assigned by an indexer to characterize the substantive contents of a report. Only the major terms, preceded by an asterisk, are printed in the index.

Office of Education Program--a code for the legislative program which supported the research activity.

Institutional Source--the organization at which the report was originated.

Publication Date--the date the report was published.

Informative Abstract--a condensation of the report in about 200 words. When applicable, it includes the purpose, procedure, results, and conclusions of the research activity.

Abstractor's initials.

ED 002 747 24

QUANTITATIVE AND QUALITATIVE ANALYSES OF EXOGENOUS AND ENDOGENOUS CHILDREN IN SOME READING PROCESSES.
BY- CAPOBIANCO, RUDOLPH J. MILLER, DONALD Y.
SYRACUSE UNIV., N.Y., RESEARCH INSTITUTE
REPORT NUMBER CRP-019 PUB DATE 58
CONTRACT OEC-SAE-6418
EDRS PRICE MF-$0.18 HC-$2.84 71P.

DESCRIPTORS- *CURRICULUM PLANNING, *MENTAL RETARDATION, *READING PROCESSES, *RETARDED CHILDREN, NEW YORK, READING TESTS, RIGGS AND RAIN CLASSIFICATION SYSTEM, STANFORD BINET TEST, SYRACUSE, SYRACUSE VISUAL FIGURE BACKGROUND TEST,

THE PURPOSE OF THE PRESENT STUDY WAS TO INVESTIGATE THESE ASPECTS OF THE READING PROCESS--(1) SILENT AND ORAL READING ACHIEVEMENT, (2) PATTERN OF READING ERRORS, (3) AND AUDITORY AND VISUAL PERCEPTION TECHNIQUES. THE FACT THAT COMPARISONS BETWEEN THE EXOGENOUS AND ENDOGENOUS GROUPS ON THE QUANTITATIVE AND MOST OF THE QUALITATIVE ASPECTS OF TEST PERFORMANCE DID NOT APPEAR STATISTICALLY SIGNIFICANT TENDS TO INDICATE THAT THE DEGREE OF GENERAL DISTURBANCES OF BEHAVIOR OF THE EXOGENOUS GROUP IS NOT SUFFICIENT AT THIS TIME TO INTERFERE WITH THE ACQUISITION OF READING SKILLS OVER AND ABOVE THE DIFFICULTIES ENCOUNTERED BY THE ENDOGENOUS GROUP. (JL)

ED 002 748 24

TALENTED BEHAVIOR IN JUNIOR HIGH SCHOOLS.
BY- MCGUIRE, CARSON
TEXAS UNIV., AUSTIN
REPORT NUMBER CRP-025 PUB DATE 60
EDRS PRICE MF-$0.36 HC-$8.72 218P.

DESCRIPTORS- *CONTROL GROUPS, *JUNIOR HIGH SCHOOLS, *SOCIAL ENVIRONMENT, *TALENT DEVELOPMENT, *TALENTED STUDENTS, AUSTIN, CLASSROOM ENVIRONMENT, COUNSELING PROGRAMS, FAMILY SCHOOL RELATIONSHIP, STUDENT TEACHER RELATIONSHIP, TEXAS,

TO DETERMINE THE INTERRELATIONSHIPS BETWEEN THE SOCIETAL ENVIRONMENT AND EARLY LEARNING EXPERIENCES OF YOUNG PEOPLE WAS THE GOAL OF THIS PROJECT. THE MAJOR OUTCOME OF THIS RESEARCH WAS A WORKABLE FRAME OF REFERENCES AND SET OF TECHNIQUES FOR STUDYING AND TESTING IDEAS ABOUT TALENTED BEHAVIOR IN SCHOOL AND, EVENTUALLY, EXPERIMENTAL SETTINGS. ALL ELSE BEING EQUAL, TALENTED BEHAVIOR WAS FOUND TO BE BROUGHT ABOUT BY A COMBINATION OF INNATE AND ACQUIRED ABILITIES, AUGMENTED OR SUPPRESSED BY ELEMENTS OF PERSONALITY AND ATTITUDES TOWARD THE WORLD OF PEOPLE AND THINGS, AND FACILITATED OR MODIFIED BY THE EXPECTATIONS AND PRESSURES IMPOSED BY PEERS AND OLDER PERSONS. BUT TWO OTHER INFLUENCES WERE FOUND TO BE AT WORK. ONE WAS THE EXPECTATIONS AND PRESSURES ASSOCIATED WITH SEX ROLES AND THE OTHER INVOLVED THE CONTEXT OR SETTING IN WHICH LEARNING HAD TAKEN PLACE AND BEHAVIOR HAD OCCURRED. DETAILS IN THE REPORT VERIFIED THE MODERATING INFLUENCES OF SEX-TYPED DIFFERENCES AND THE EFFECTS OF DIFFERENT SCHOOL PROGRAMS. IN TERMS OF TECHNIQUES FOR STUDYING AND TESTING IDEAS ABOUT TALENTED BEHAVIOR, THE MOST VALUABLE CONTRIBUTION WAS THE DEVELOPMENT OF WHAT WERE TERMED "FACTOR VARIABLES" WHICH TURN OUT TO BE SURPRISINGLY STABLE AND VALID MEASURES. (JL)

ED 002 749 24

A COMPARATIVE INVESTIGATION OF THE LEARNING AND SOCIAL ADJUSTMENT OF TRAINABLE CHILDREN IN PUBLIC SCHOOL FACILITIES, SEGREGATED COMMUNITY CENTERS, AND STATE RESIDENTIAL CENTERS.
BY- PECK, JOHN R. SEXTON, C. LUCILLE
TEXAS UNIV., AUSTIN, COLL. OF EDUCATION
REPORT NUMBER CRP-026 PUB DATE MAY 60
EDRS PRICE MF-$0.27 HC-$7.56 189P.

DESCRIPTORS- *ELEMENTARY SCHOOLS, *INSTITUTIONAL SCHOOLS, *PUBLIC SCHOOLS, *RETARDED CHILDREN, *SPECIAL CLASSES, AUSTIN, CLASSROOM ENVIRONMENT, EDUCATIONAL OPPORTUNITIES, LEARNING READINESS, REMEDIAL PROGRAMS, TEACHING TECHNIQUES, TEXAS,

THE STUDY SOUGHT TO DETERMINE THE FEASIBILITY OF INCLUDING THE TRAINABLE CHILD (IQ 25-50 INCLUSIVE, AND BELOW M.A. 8) IN THE PUBLIC SCHOOL PROGRAM. APPROXIMATELY 27 CHILDREN IN THE TRAINABLE CATEGORY WERE DIVIDED INTO 3 EQUAL GROUPS AND PLACED IN A 2-YEAR CONTROLLED-CLASSROOM PROGRAM AT EACH OF 3 TYPES OF FACILITIES--A TYPICAL CITY ELEMENTARY SCHOOL, A LOCALLY SPONSORED CENTER FOR TRAINABLE CHILDREN, AND THE STATE INSTITUTION FOR RETARDED CHILDREN. USING SUCH DATA AS ETIOLOGICAL AND FAMILY HISTORY, MEDICAL EXAMINATION, PSYCHOMETRIC AND RELATED TESTS, PLUS COMPARATIVE SCORES OF ACHIEVEMENT ON PRACTICAL TASKS TAUGHT, ON SOCIAL MATURITY SCALES, AND ON EMOTIONAL GROWTH OF SUBJECTS, AN ATTEMPT WAS MADE TO EVALUATE WHICH TYPE OF FACILITY OFFERS MAXIMUM GROWTH AND PROGRESS TO THE PUPILS. THE INFORMATION YIELDED BY THIS RESEARCH INDICATED THAT TRAINABLE CHILDREN DID MAKE SIGNIFICANT PROGRESS IN AN ORGANIZED PROGRAM WHICH WAS UNDER THE DIRECTION OF COMPETENT TEACHERS, AND THAT THERE WERE NO SIGNIFICANT DIFFERENCES BETWEEN THE LEVEL OF AVERAGE OVERALL PROGRESS FOR THE THREE EXPERIMENTAL GROUPS. THE INFORMATION OBTAINED FROM THE STAFF OF THE PUBLIC SCHOOL WHERE ONE EXPERIMENTAL CLASS WAS HOUSED INDICATED THAT THE CLASS FOR TRAINABLE CHILDREN WAS NOT CONSIDERED A DISRUPTING FACTOR NOR A NEGATIVE INFLUENCE, AND THAT IT WAS ACCEPTED BY THE TEACHERS AND THE SO-CALLED "NORMAL" CHILDREN IN THAT BUILDING. (GC)

ED 002 750 24

ANALYSIS OF THE CURRICULAR OFFERINGS IN SEVERAL INDEPENDENT LIBERAL ARTS COLLEGES.
BY- MCGRATH, EARL J.
COLUMBIA UNIV., NEW YORK, TEACHERS COLLEGE
REPORT NUMBER CRP-647 PUB DATE 28 APR 61
CONTRACT OEC-SAE-8193
EDRS PRICE MF-$0.18 HC-$3.20 80P.

DESCRIPTORS- *COLLEGE CURRICULUM, *CURRICULUM EVALUATION, *CURRICULUM RESEARCH, *ENROLLMENT RATE, *LIBERAL ARTS, ADMINISTRATIVE PERSONNEL, COURSES, EDUCATIONAL FINANCE, NEW YORK, NEW YORK CITY, TEACHER SALARIES,

THE RANGE OF OFFERINGS IN INDEPENDENT LIBERAL ARTS COLLEGES WAS SURVEYED TO DETERMINE TO WHAT EXTENT PRESENT COURSE OFFERINGS BY DEPARTMENTS ARE REQUIRED TO SERVE THE PURPOSES OF THE INSTITUTION. THE INVESTIGATION EMPLOYED IN THIS STUDY INCLUDED SURVEYING CATALOGS AND OTHER PUBLISHED MATERIAL, COMPILING STATISTICS, GATHERING DATA FROM OFFICIAL RECORDS AND QUESTIONNAIRES, AND COLLECTING OPINIONS THROUGH

INDIVIDUAL INTERVIEWS ON THE CAMPUSES OF THE COOPERATING COLLEGES. A RESPONSIBLE OFFICER IN EACH SCHOOL PROVIDED A LIST OF ALL CLASSES BY DEPARTMENT OFFERED IN EACH SEMESTER OF THE ACADEMIC YEARS 1957-58 AND 1958-59. EACH COURSE TITLE WAS FOLLOWED BY THE NUMBER OF STUDENTS ENROLLED, THE CREDIT HOUR VALUE OF THE COURSE, THE CLASS LEVEL OF THE MAJORITY OF STUDENTS, AND THE NAME AND RANK OF THE INSTRUCTOR. THE HEAD OF EACH DEPARTMENT WAS ASKED TO STATE THE NUMBER OF CREDIT HOURS OF INSTRUCTION REQUIRED FOR A MAJOR, AND TO REPORT THE NUMBER OF DEPARTMENTAL MAJORS FOR EACH OF THE 2 YEARS STUDIED. ONE OF THE FIRST FINDINGS OF THE STUDY SHOWED THAT LISTINGS PROVIDE NO RELIABLE INFORMATION ABOUT THE ACTUAL PROGRAM OF AN INSTITUTION. WITHOUT EXCEPTION, CATALOGS SHOWED MORE VARIED INSTRUCTION THAN THE INSTITUTION ACTUALLY OFFERED. (JL)

ED 002 751 24

AN INVESTIGATION OF THE PROFESSIONAL PREPARATION AND PERFORMANCE OF STUDENTS GRADUATING FROM TEACHER TRAINING.
BY- STANDLEE, LLOYD S. AND OTHERS
INDIANA UNIV., BLOOMINGTON, SCH. OF EDUCATION
REPORT NUMBER CRP-039 PUB DATE MAR 58
CONTRACT OEC-6400
EDRS PRICE MF-$0.27 HC-$6.56 164P.

DESCRIPTORS- *EDUCATION MAJORS, *PRESERVICE EDUCATION, *TEACHER EDUCATION, *TEACHING METHODS, *TEACHING QUALITY, BLOOMINGTON, EDUCATIONAL QUALITY, EVALUATION TECHNIQUES, INDIANA, INSTITUTIONAL ENVIRONMENT, STUDENT TEACHERS, TEACHER GUIDANCE, TEACHING PROGRAMS,

AN INVESTIGATION WAS MADE OF THE PREPARATION AND PERFORMANCE OF 880 PUBLIC SCHOOL TEACHERS IN THE STATE OF INDIANA. THIS IS THE TOTAL NUMBER OF TEACHERS WHO RECEIVED THE BACHELOR'S DEGREE FROM ANY OF THE 24 INDIANA COLLEGES OR UNIVERSITIES WITH STANDARD ACCREDITATION FOR TEACHER EDUCATION IN THE CALENDAR YEAR 1954 AND WHO WERE TEACHING IN INDIANA PUBLIC SCHOOLS IN THE SCHOOL YEAR 1956-57. THE PURPOSE OF THE INVESTIGATION WAS TO DETERMINE WHETHER THE GRADUATES OF DIFFERENT TYPES OF TEACHER-TRAINING INSTITUTIONS HAVE A DIFFERENT PREPARATION FOR TEACHING AND ARE DIFFERENT IN TERMS OF PROFESSIONAL PERFORMANCE. THREE KINDS OF DATA WERE CONSIDERED IN THE INVESTIGATION--(1) BACKGROUND DATA USED TO DESCRIBE THE SAMPLE, (2) DATA REGARDING TEACHERS' ACADEMIC PREPARATION, AND (3) DATA REGARDING TEACHERS' PROFESSIONAL PERFORMANCE. IT WAS CONCLUDED THAT GRADUATES OF DIFFERENT SIZES AND TYPES OF TEACHER-TRAINING INSTITUTIONS DIFFERED IN THEIR PREPARATION FOR TEACHING, AND THEY DIFFERED IN PROFESSIONAL PERFORMANCE, AS REFLECTED BY SCORES ON THE MINNESOTA TEACHER ATTITUDE INVENTORY AND BY THEIR PRINCIPALS RATINGS OF OVERALL TEACHER EFFECTIVENESS. THEY ALSO DIFFERED ON CERTAIN BACKGROUND DIMENSIONS PRIOR TO ENTERING THE INSTITUTIONS FROM WHICH THEY WERE GRADUATED. THE PREPARATION AND BACKGROUND DIFFERENCES WERE NOT, HOWEVER, SUFFICIENTLY SYSTEMATIC, NOR WERE THE TWO PERFORMANCE VARIABLES SUFFICIENTLY INCLUSIVE TO WARRANT ANY CONCLUSION REGARDING WHICH SIZE OR TYPE OF TEACHER-TRAINING INSTITUTION IS PRODUCING BETTER TEACHERS. (GC)

ED 002 752 24

AN INVESTIGATION OF FACTORS INVOLVED IN THE EDUCATIONAL PLACEMENT OF MENTALLY RETARDED CHILDREN.
BY- CASSIDY, VIOLA M. STANTON, JEANETTE E.
OHIO STATE UNIV., COLUMBUS, BUR.EDUC.RES.AND SER.
REPORT NUMBER CRP-043 PUB DATE 1 MAR 59
EDRS PRICE MF-$0.18 HC-$4.16 104P.

DESCRIPTORS- *EDUCABLE MENTALLY HANDICAPPED, *ELEMENTARY SCHOOLS, *RETARDED CHILDREN, *SPECIAL CLASSES, *STUDENT ADJUSTMENT, COLUMBUS, CONTROL GROUPS, MENTAL RETARDATION, OHIO, PEER GROUPS, PUBLIC SCHOOLS, STANFORD ACHIEVEMENT TEST, STUDENT PLACEMENT,

SIGNIFICANT FACTORS INVOLVED IN LEARNING AND ADJUSTMENT OF RETARDED CHILDREN IN SPECIAL CLASSES AS COMPARED WITH THOSE REMAINING IN REGULAR CLASSROOMS WERE ASSESSED. EACH GROUP WAS EVALUATED WITH INSTRUMENTS TESTING INTELLECTUAL CAPACITY, SCHOOL ACHIEVEMENTS, SOCIAL ACCEPTABILITY, AND ADJUSTMENT TO THEIR TEACHERS AND PEER GROUPS. IT WAS FOUND THAT SUCH FACTORS AS PHYSIOLOGICAL AND PSYCHOLOGICAL DIFFERENCES MAY INFLUENCE ACCEPTANCE IN SPECIAL CLASSES, AND MAY ALSO, IN OUR PRESENT EDUCATIONAL SYSTEM, MEAN THAT MANY CHILDREN, RECOGNIZED AS EDUCABLE ON THE BASIS OF IQ LEVEL, ARE BEING DEPRIVED OF EDUCATION ENTIRELY. THE ACCEPTANCE OF SPECIAL CLASS PROGRAMS AS THE DESIRABLE TYPE OF EDUCATIONAL PLACEMENT FOR RETARDED CHILDREN HAS BEEN BASED ON THE ASSUMPTION THAT SUCH PROGRAMS ARE ABLE TO ACHIEVE RESULTS DIFFERENT FROM THOSE ACHIEVABLE IN A REGULAR CLASS SETTING. THE EVIDENCE OF THIS STUDY INDICATES THAT THESE DIFFERENCES DO ACTUALLY EXIST. THE SUPERIOR ACADEMIC ACHIEVEMENT NOTED FOR THE REGULAR CLASS GROUP IS BALANCED BY THE SUPERIOR SOCIAL ADJUSTMENT OF THE SPECIAL CLASS GROUP. IT IS POSSIBLE THAT RETARDED CHILDREN IN SPECIAL CLASSES COULD BE BROUGHT CLOSER TO THEIR EXPECTED LEVEL OF ACHIEVEMENT THAN IS AT PRESENT REALIZED IN EITHER TYPE OF EDUCATIONAL PLACEMENT. (GC)

ED 002 753 24

MOTIVATIONAL AND PERSONALITY FACTORS IN THE SELECTION OF ELEMENTARY AND SECONDARY SCHOOL TEACHING AS A CAREER.
BY- KUHLEN, RAYMOND G. DIPBOYE, WILBERT J.
SYRACUSE UNIV., N.Y., RESEARCH INSTITUTE
REPORT NUMBER CRP-047 PUB DATE 59
CONTRACT OEC-6404
EDRS PRICE MF-$0.27 HC-$5.52 138P.

DESCRIPTORS- *CAREER CHOICE, *CAREER PLANNING, *ELEMENTARY SCHOOL TEACHERS, *PERSONALITY ASSESSMENT, *PSYCHOLOGICAL NEEDS, *TEACHING, CALIFORNIA F SCALE, NEW YORK, SECONDARY SCHOOLS, SYRACUSE, THE EDWARDS PERSONAL PREFERENCE SCHEDULE, THE GUILFORD ZIMMERMAN TEMPERAMENT SCALE,

THE SUBJECT OF CONSIDERATION WAS TO STUDY THE REASONS WHY YOUNG PEOPLE CHOOSE THE TEACHING PROFESSION IN CONTRAST TO OTHER VOCATIONS INVOLVING COMPARABLE TRAINING. APPROXIMATELY 1,200 UNDERGRADUATE STUDENTS AT SYRACUSE UNIVERSITY PROVIDED INFORMATION FOR THIS PROJECT. COMPARISONS WERE MADE OF--(1) WOMEN STUDENTS SELECTING ELEMENTARY AND SECONDARY TEACHING AND WOMEN MAKING OTHER VOCATIONAL CHOICES, (2) MEN STUDENTS SELECTING SECONDARY TEACHING AND MEN MAKING OTHER CHOICES, AND (3) MEN AND WOMEN SELECTING TEACHING. DATA WERE GATHERED THROUGH PERSONALITY MEASURES, VOCATIONAL INTEREST INVENTORIES, TESTS DESIGNED TO MEASURE PSYCHOLOGICAL NEEDS, QUESTIONNAIRES DEALING WITH EXPECTATION AND CONCEPTS

OF TEACHING AS A PROFESSION, AND INTERVIEWS. FURTHER RESEARCH ON HOW TEACHERS AND TEACHING ARE SEEN BY VARIOUS OTHER GROUPS IN THE POPULATION WOULD BE HELPFUL. (AH)

ED 002 754 24

CAREER DEVELOPMENT IN PUBLIC SCHOOL TEACHING PROFESSION WITH SPECIAL REFERENCE TO CHANGING MOTIVATIONS, PRESSURES, SATISFACTIONS, AND DISSATISFACTIONS.
BY- KUHLEN, RAYMOND G.
SYRACUSE UNIV., N.Y., RESEARCH INSTITUTE
REPORT NUMBER CRP-048 PUB DATE 59
CONTRACT OEC-6405
EDRS PRICE MF-$0.36 HC-$9.08 227P.

DESCRIPTORS- *CAREERS, *TEACHER ATTITUDES, *TEACHER EMPLOYMENT, *TEACHER MOTIVATION, *TEACHING, EDWARDS PERSONAL PREFERENCE SCHEDULE, EVALUATION, INTERVIEWS, NEW YORK, PSYCHOLOGICAL STUDIES, PUBLIC SCHOOLS, QUESTIONNAIRES, SECONDARY SCHOOLS,

THE OBJECTIVES WERE TO DESCRIBE THE PATTERN OF JOB SEQUENCES THAT TYPIFY A CAREER IN EDUCATION AND TO DETERMINE THE TYPES OF PRESSURES, SATISFACTIONS, AND FRUSTRATIONS THAT LEAD TEACHERS TO CONTINUE IN EDUCATION OR SEEK OTHER POSITIONS. SECONDARY SCHOOL TEACHERS EMPLOYED IN URBAN CENTERS OF CENTRAL NEW YORK WERE INTERVIEWED. THEY INCLUDED TEACHERS IN ALL AGE GROUPS DIVIDED INTO THREE GROUPS--(1) MARRIED MEN, (2) MARRIED WOMEN, AND (3) SINGLE WOMEN. DATA WERE ALSO GATHERED CONCERNING THE TEACHERS' BACKGROUND, JOB HISTORIES, AND TEST SCORES REGARDING JOB NEEDS AND SATISFACTIONS. THE ANALYSIS SHOWED AN INCREASING STABILITY OF CAREER AS THE INDIVIDUALS GREW OLDER. TEACHERS SEEMED SATISFIED IN THEIR WORK. THE FEATURES THAT GAVE THE MOST SATISFACTION WERE SEEING THE RESULTS OF ONE'S TEACHING IN THE GROWTH AND DEVELOPMENT OF CHILDREN ALONG WITH AFFILIATION WITH ONE'S PEERS. TEACHERS APPEARED TO HAVE SERIOUS RESERVATIONS REGARDING THE PROFESSIONAL STATUS OF THEIR OCCUPATION. LESS THAN A FIFTH WERE WILLING TO ASSIGN IT "GOOD" STATUS, THOUGH ABOUT THE SAME PROPORTION THOUGHT THE STATUS WAS IMPROVING. (AH)

ED 002 755 24

THE EFFECTIVENESS OF A MODIFIED COUNSELING PROCEDURE IN PROMOTING LEARNING AMONG BRIGHT UNDERACHIEVING ADOLESCENTS.
BY- MCCARTHY, SISTER MARY VITERBO
REGIS COLLEGE, WESTON, MASS.
REPORT NUMBER CRP-052 PUB DATE 57
EDRS PRICE MF-$0.09 HC-$2.12 53P.

DESCRIPTORS- *GRADE 9, *GROUP COUNSELING, *MALES, *STUDENT MOTIVATION, *UNDERACHIEVERS, ACADEMIC ACHIEVEMENT, CALIFORNIA TEST OF PERSONALITY, CASE STUDIES (EDUCATION), KUDER PREFERENCE RECORD, MASSACHUSETTS, WESTON,

THE PROBLEM WAS TO DETERMINE IF SIGNIFICANT DIFFERENCES IN THE SCHOLASTIC ATTAINMENT OF BRIGHT UNDERACHIEVING ADOLESCENTS COULD BE INDUCED BY A SHORT-TERM SMALL GROUP COUNSELING PROCEDURE. MAJOR OBJECTIVES WERE TO DETERMINE THE EXTENT TO WHICH A GROUP OF CAPABLE BUT UNDERACHIEVING ADOLESCENTS CAN IMPROVE THEIR ACADEMIC STANDING BY EXPOSURE TO A COUNSELING SETTING WHEREIN THEY MAY DIAGNOSE THEIR OWN "FAILURES" AND PLAN WAYS OF REPAIRING THEIR OWN "DEFICIENCIES," AND TO DETERMINE THE EXTENT TO WHICH THE COUNSELING PROCESS CAN BRING ABOUT A MORE POSITIVE ATTITUDE TOWARD STUDY IN A GROUP OF CAPABLE BUT UNDERACHIEVING ADOLESCENTS. THE EXPERIMENT INVOLVED 12 BRIGHT UNDERACHIEVING, NINTH-GRADE BOYS. BIOGRAPHICAL DATA, INTEREST SCORES, AND PERSONALITY INDICES WERE GATHERED ON EACH INDIVIDUAL. THE EXPERIMENTER THEN PREPARED 12 DISGUISED CASE STUDIES, EACH CHARACTERIZING A MEMBER OF THE GROUP. IN ALL CASES, ONE OF THE PROBLEMS TO BE CONSIDERED WAS A LACK OF SCHOLASTIC ACHIEVEMENT. THE COUNSELING CONSISTED OF A SERIES OF SIX SESSIONS DURING WHICH EACH GROUP DISCUSSED THE CASES. IT WAS THE RESPONSIBILITY OF THE GROUP TO ISOLATE THE PROBLEMS IN EACH CASE AND TO SUGGEST POSSIBLE WAYS OF RESOLVING THEM. BY COMPARING THE CHANGES IN SCHOOL ACHIEVEMENT AND IN ATTITUDE OCCURRING IN A CONTROL GROUP, THE INVESTIGATOR WAS THEN ABLE TO DETERMINE THE EFFECTS OF THIS COUNSELING PROCEDURE AND TO SEE WHETHER OR NOT THE PARTICIPANTS WERE ABLE TO TRANSFER THEIR LEARNINGS TO THEIR OWN SITUATIONS. (AH)

ED 002 756 24

THE TEACHER-STUDENT RELATIONSHIP, A STUDY OF COMMUNITY EXPECTATIONS.
BY- BUCK, ROY C. KUVLESKY, WILLIAM P.
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
REPORT NUMBER CRP-065 PUB DATE 1 NOV 60
EDRS PRICE MF-$0.18 HC-$3.80 95P.

DESCRIPTORS- *COMMUNITY ATTITUDES, *PUBLIC SCHOOLS, *SCHOOL COMMUNITY RELATIONSHIP, *STUDENT TEACHER RELATIONSHIP, *TEACHER ROLE, CITIZENSHIP, PENNSYLVANIA, PUBLIC OPINION, TEACHER ATTITUDES, UNIVERSITY PARK,

THE FOCUS OF THIS STUDY WAS TO DETERMINE THE ROLE OF THE TEACHER IN THE PUBLIC SCHOOL SYSTEM AND IN COMMUNITY LIFE. THE OBJECTIVES WERE TO IDENTIFY THE TEACHER'S ROLE AS HE SEES IT AND AS IT IS SEEN BY OTHER KINDS OF PEOPLE HAVING A SPECIAL INTEREST IN PUBLIC EDUCATION, AND TO DISCOVER AND ANALYZE THE CONFLICTS AND THE AGREEMENTS AMONG PUBLIC SCHOOL TEACHERS WITH RESPECT TO THE ROLE TO BE PERFORMED BY THE TEACHER BOTH IN AND OUT OF SCHOOL. INFORMATION WAS GATHERED FROM APPROXIMATELY 3,000 PERSONS --TEACHERS, SCHOOL ADMINISTRATORS, SCHOOL BOARD MEMBERS, STUDENTS, OTHER ADULT COMMUNITY RESIDENTS AND TEACHER TRAINERS --FROM PENNSYLVANIA SCHOOL-COMMUNITIES. THESE PEOPLE WERE ASKED TO GIVE THEIR OPINIONS AND BELIEFS CONCERNING THE ROLE OF THE TEACHER IN THE CLASSROOM AND IN RELATION WITH STUDENTS OTHER THAN IN THE CLASSROOM. DUE TO THE VAST COMPLEXITY OF THE ROLE OF A TEACHER, THIS STUDY REPORTED ONLY ON THE CONSENSUS AMONG RELATED GROUPS IN DEFINING THE TEACHER'S ROLE IN RELATION TO STUDENTS. IT WAS CONCLUDED THAT NONE OF THE GROUPS AGREED ON THE DEFINITION FOR THE TEACHER'S ROLE FOR BOTH THE EXTRA-CLASS OR IN-CLASS SECTORS. (AH)

ED 002 757 24

AN INVESTIGATION OF DISCRIMINATION LEARNING ABILITY IN MONGOLOID AND NORMAL CHILDREN OF COMPARABLE MENTAL AGE.
BY- CANTOR, GORDON N. GIRARDEAU, FREDERIC L.
GEORGE PEABODY COLL. FOR TEACHERS, NASHVILLE, TENN.
REPORT NUMBER CRP-076 PUB DATE 30 JUN 58
EDRS PRICE MF-$0.18 HC-$2.68 67P.

DESCRIPTORS- *AUDITORY PERCEPTION, *INSTITUTIONAL ENVIRONMENT, *LEARNING, *PSYCHOMOTOR SKILLS, *RETARDED CHILDREN, NASHVILLE, SPECIAL CLASSES, TENNESSEE,

THIS INQUIRY INVESTIGATED DISCRIMINATION LEARNING PROCESSES IN TRAINABLE MONGOLOID CHILDREN AS COMPARED WITH NORMAL PRESCHOOL CHILDREN. ITS PURPOSE WAS TO CONTRIBUTE TO GENERAL BEHAVIOR THEORY AND TO THE KNOWLEDGE OF MENTAL DEFICIENCY BY SEEING IF SUCH VARIABLES AS TRANSFER OF TRAINING, ACQUIRED DISTINCTIVENESS OF CUES, AND ACQUIRED EQUIVALENCE OF CUES KNOWN TO FACILITATE OR HARM LEARNING WOULD OPERATE IN A SIMILAR MANNER WITH NORMAL CHILDREN AND MONGOLOID DEFECTIVES. FOUR INDIVIDUAL STUDIES WERE CARRIED ON. THE FIRST EXPERIMENT WAS CONCERNED WITH THE ABILITY OF THE TWO GROUPS TO MAKE A RHYTHMIC DISCRIMINATION. THE SUBJECTS WERE ASKED TO DISTINGUISH BETWEEN PATTERNS PRODUCED BY METRONOMES BEATING AT TWO DIFFERENT SPEEDS. IN ADDITION, HALF THE SUBJECTS IN EACH GROUP WERE REQUIRED TO DUPLICATE THE PATTERNS, SO THAT THE EFFECTS OF THE RESULTING KINESTHETIC CUES COULD BE STUDIED. A SECOND EXPERIMENT INVOLVED THE ROLE OF "ATTENTION SETS" IN THE LEARNING OF A SIMPLE BUTTON PRESSING TASK. THE REMAINING STUDIES WERE CONCERNED WITH SIMILAR LEARNING PROBLEMS, WITH PARTICULAR ATTENTION BEING PAID TO THE ROLE OF "DISCRIMINATION SETS" AND VERBAL MEDIATION PROCESSES. BEHAVIORAL VARIABILITY WAS NOT NOTICEABLE IN THE INSTITUTIONALIZED MONGOLOIDS. THE STEREOTYPE OF A DOCILE, COMPLIANT, WELL-BEHAVED INDIVIDUAL DID NOT HOLD UP AMONG THE SPECIAL CLASS MONGOLOIDS. WHILE SOME OF THESE LATTER DID INDEED APPEAR TO CONFORM TO THIS EXPECTED PATTERN, OTHERS EVIDENCED BEHAVIOR WHICH COULD BE DESCRIBED AS HYPERACTIVE, HOSTILE, AND REBELLIOUS. THE COMPLEXITIES INTRODUCED INDICATED THAT IT WOULD BE WORTHWHILE TO CONTINUE THE UTILIZATION OF THIS COMPARATIVE APPROACH. (GC)

ED 002 758 24

AN INVESTIGATION OF THE RELATIONSHIPS BETWEEN ARTICULATORY DEVELOPMENT OF PHONETIC DISCRIMINATION AND WORD SYNTHESIS ABILITIES IN YOUNG MENTALLY RETARDED CHILDREN AND NORMAL CHILDREN.
BY- MANGE, CHARLES V.
SYRACUSE UNIV., N.Y., RESEARCH INSTITUTE
REPORT NUMBER CRP-078 PUB DATE 59
CONTRACT OEC-SAE-6420
EDRS PRICE MF-$0.18 HC-$3.04 76P.

DESCRIPTORS- *ARTICULATION (SPEECH), *AUDITORY PERCEPTION, *CHILDREN, *PHONETICS, *RETARDED CHILDREN, COMPARATIVE ANALYSIS, INSTITUTIONAL SCHOOLS, NEW YORK, PUBLIC SCHOOLS, SYRACUSE,

THE INVESTIGATION STUDIED THE RELATIONSHIPS BETWEEN (1) AUDITORY PERCEPTUAL ABILITIES AND ARTICULATION DEVELOPMENT AND (2) INVESTIGATED QUALITATIVE AND QUANTITATIVE ASPECTS OF THESE ABILITIES AS SHOWN IN MENTALLY RETARDED AND NORMAL CHILDREN. THE STUDY INVOLVED MONTHLY TESTING OF ARTICULATION, PHONETIC DISCRIMINATION, AND PHONETIC SYNTHESIS ABILITY OF TWO GROUPS OF CHILDREN OVER A PERIOD OF 14 TO 18 MONTHS. EACH OF THE TWO SUBJECT GROUPS CONSISTED OF CHILDREN WITH MENTAL AGES BETWEEN 4 AND 7 YEARS. THE FIRST GROUP INVOLVED 46 MENTALLY RETARDED CHILDREN (IQ 50-75), WHILE THE SECOND GROUP INCLUDED 36 CHILDREN OF NORMAL INTELLIGENCE (IQ 90-110). THERE WERE NO DIFFERENCES FOUND BETWEEN AN INSTITUTIONALIZED AND A PUBLIC SCHOOL POPULATION OF MENTALLY RETARDED CHILDREN IN ARTICULATION, PHONETIC DISCRIMINATION, AND WORD SYNTHESIS ABILITIES. IN ADDITION, ARTICULATORY ABILITY OF THE MENTALLY RETARDED DID NOT DIFFER FROM THAT OF A NORMAL POPULATION OF EQUIVALENT MENTAL AGE WITH RESPECT TO THE NUMBER OF ARTICULATION ERRORS PRESENT DURING THE DEVELOPMENT YEARS OF CHILDHOOD. FROM THESE RESULTS, IT WOULD APPEAR THAT USE OF SUCH AUDITORY PERCEPTUAL ACTIVITIES AS THOSE USED IN THIS STUDY FOR IMPROVEMENT OF ARTICULATORY DEVELOPMENT AMONG NONSPEECH DEFECTIVE CHILDREN IS OF LITTLE VALUE. THE USE OF SUCH ACTIVITIES WITH ARTICULATION DEFECTIVE SUBJECTS HAS ALSO YIELDED EQUIVOCAL RESULTS. AS A RESULT OF THIS AND OTHER INFORMATION IT APPEARS THAT THERE IS MUCH TO BE LEARNED CONCERNING THE SKILLS REQUIRED FOR NORMAL ARTICULATION DEVELOPMENT. (GC)

ED 002 759 24

THE REASONING METHODS AND REASONING ABILITY IN NORMAL AND MENTALLY RETARDED GIRLS AND THE REASONING ABILITY OF NORMAL AND MENTALLY RETARDED BOYS AND GIRLS.
BY- CAPOBIANCO, RUDOLPH J. AND OTHERS
SYRACUSE UNIV., N.Y., RESEARCH INSTITUTE
REPORT NUMBER CRP-081 PUB DATE 58
CONTRACT OEC-SAE-6421
EDRS PRICE MF-$0.09 HC-$2.00 50P.

DESCRIPTORS- *EDUCABLE MENTALLY HANDICAPPED, *LEARNING ACTIVITIES, *MENTAL RETARDATION, *RETARDED CHILDREN, *THOUGHT PROCESSES, COMPARATIVE ANALYSIS, ELEMENTARY SCHOOL STUDENTS, INSTITUTIONAL ENVIRONMENT, NEW YORK, PUBLIC SCHOOLS, SORTING TEST, SPRA PRIMARY MENTAL ABILITIES TEST, SYRACUSE,

A STUDY WAS MADE TO ESTABLISH AND ANALYZE THE METHODS OF SOLVING INDUCTIVE REASONING PROBLEMS BY MENTALLY RETARDED CHILDREN. THE MAJOR OBJECTIVES WERE--(1) TO EXPLORE AND DESCRIBE REASONING IN MENTALLY RETARDED CHILDREN, (2) TO COMPARE THEIR METHODS WITH THOSE UTILIZED BY NORMAL CHILDREN OF APPROXIMATELY THE SAME MENTAL AGE, (3) TO EXPLORE THE INFLUENCE OF LEVELS OF ABSTRACTNESS ON REASONING ABILITY IN THE MENTALLY RETARDED, (4) TO COMPARE THESE RESULTS WITH THOSE OBTAINED ON NORMAL CHILDREN OF SIMILAR AGE LEVELS, AND (5) TO DETERMINE THE DIFFERENCES IN REASONING ABILITIES BETWEEN MALE AND FEMALE MENTAL RETARDATES. A GROUP OF 50 EDUCABLE MENTALLY HANDICAPPED SUBJECTS RANGING IN MENTAL AGE FROM 8 TO 11 YEARS WERE SELECTED FROM THE POPULATION OF SYRACUSE STATE SCHOOL, OMITTING CHILDREN WITH GROSS PHYSICAL OR EMOTIONAL HANDICAPS. COMPARABLE GROUPS OF MENTALLY NORMAL CHILDREN WITH APPROXIMATELY THE SAME MENTAL AGE LEVELS WERE SELECTED FROM THE PUBLIC SCHOOL POPULATION. EXPERIMENTAL AND CONTROL GROUPS WERE ADMINISTERED A SERIES OF THREE REASONING TESTS. ADDITIONAL DATA WERE COLLECTED BY THE DETERMINATION OF THE TYPES OF PROBLEM-SOLVING TECHNIQUES UTILIZED BY THE SUBJECTS. DATA WERE EVALUATED BY AN ANALYSIS OF VARIANCE. QUALITATIVE ANALYSIS WAS MADE IN TERMS OF THE METHODOLOGIES USED BY THE SUBJECTS IN REASONING TESTS. IN THE COMPARISON OF REASONING ABILITY THE TOTAL NORMAL AND RETARDED GROUPS DID NOT DIFFER SIGNIFICANTLY IN REGARD TO THEIR MENTAL AGE. SOME DIFFERENCES WERE FOUND WHEN AN ANALYSIS WAS MADE OF THE SUBGROUPS OF BOYS AND GIRLS. THE RETARDED BOYS SCORED LOWER THAN THE NORMAL BOYS BUT FOR THE NORMAL AND RETARDED GIRLS NO SIGNIFICANT DIFFERENCES WERE FOUND. (AM)

ED 002 760 24

A COMPARATIVE STUDY OF SOME CHARACTERISTICS IN ACHIEVERS AND NONACHIEVERS AMONG CHILDREN WITH RETARDED MENTAL DEVELOPMENT.
BY- DI CARLO, LOUIS M.
SYRACUSE UNIV., N.Y., RESEARCH INSTITUTE
REPORT NUMBER CRP-082
CONTRACT OEC-SAE-6419
EDRS PRICE MF-$0.36 HC-$8.72 218P.

DESCRIPTORS- *BEHAVIOR PATTERNS, *COMMUNICATION PROBLEMS, *MENTAL RETARDATION, *PSYCHOEDUCATIONAL PROCESSES, *RETARDED CHILDREN, ACHIEVEMENT, AUDITORY PERCEPTION, INTELLIGENCE TESTS, LEARNING MOTIVATION, NEW YORK, SPEECH INSTRUCTION, SYRACUSE,

THE DESIGN OF THIS STUDY WAS TO DISCOVER BEHAVIOR CHARACTERISTICS AMONG THE ACHIEVERS AND UNDERACHIEVERS AMONG MENTALLY RETARDED CHILDREN WHICH WILL DIFFERENTIATE BETWEEN THEM FOR PREDICTIVE PURPOSES IN THE DEVELOPMENT OF CURRICULUMS. THE MAJOR OBJECTIVES WERE TO ESTABLISH (1) PATTERNS OF DEVELOPMENTAL BEHAVIOR IN CHILDREN WITH RETARDED MENTAL DEVELOPMENT, (2) SOME BEHAVIORAL CHARACTERISTICS IN BETTER AND POORER LEARNERS WHO ARE MENTALLY RETARDED WHICH COULD AID THE CLINICIAN IN DIAGNOSIS, PROGNOSIS, AND REMEDIATION, AND (3) PREVENTIVE MEASURES IN WHICH TO COMBAT THE ADVENT OF SUCH BEHAVIORS. THE RESULTS OF THIS INVESTIGATION STRONGLY RECOMMEND THE IMPERATIVE NEED FOR THE ESTABLISHMENT OF AGENCIES TO PROVIDE EARLY EDUCATION, COUNSELING, AND GUIDANCE FOR PARENTS OF MENTALLY RETARDED CHILDREN. BY SUCH A PROCESS IT MAY BE POSSIBLE TO STRUCTURE A SATISFACTORY EMOTIONAL CLIMATE IN THE HOME CONDUCIVE TO THE DEVELOPMENT OF SATISFACTORY CHILD-PARENT RELATIONSHIPS AND CONSEQUENTLY PREVENT EARLY DISTURBING EMOTIONAL EXPERIENCES. THROUGH THIS MEANS, ALSO, THE PARENTS MAY HAVE AN OPPORTUNITY TO WORK OUT AN ACCEPTABLE RELATIONSHIP BOTH WITH THE CHILD AND OTHER IMPORTANT PEOPLE IN THE CHILD'S ENVIRONMENT. (JL)

ED 002 761 24

PREDICTION OF TEACHER PERFORMANCE AND EMOTIONAL STABILITY--A PSYCHOPHYSIOLOGICAL PILOT STUDY OF FEMALE STUDENT TEACHERS.
BY- LUCIO, WILLIAM H. WENGER, M.A.
CALIFORNIA UNIV., LOS ANGELES
REPORT NUMBER CRP-648 PUB DATE 30 SEP 61
CONTRACT OEC-SAE-8311
EDRS PRICE MF-$0.18 HC-$4.20 105P.

DESCRIPTORS- *CLASSROOM ENVIRONMENT, *ELEMENTARY SCHOOL TEACHERS, *EMOTIONAL ADJUSTMENT, *INSERVICE TEACHER EDUCATION, *PSYCHOLOGICAL TESTS, *STUDENT TEACHER RELATIONSHIP, AUTONOMIC NERVOUS SYSTEM (ANS), CALIFORNIA, CLASSROOM OBSERVATION RECORD, FEMALES, LOS ANGELES, STUDENT TEACHING, TEACHER ATTITUDES,

THE PLAN OF THE RESEARCH INVOLVED PHYSIOLOGICAL AND PSYCHOLOGICAL TESTING OF STUDENTS ENROLLED IN TEACHER EDUCATION, AND SUBSEQUENT EVALUATION BY TRAINED OBSERVERS OF THE TEACHING PERFORMANCE OF THE SUBJECTS. THE SAMPLE WAS LIMITED TO ELEMENTARY SCHOOL TEACHER CANDIDATES BECAUSE OF THE IMPORTANT ROLE THE ELEMENTARY TEACHER PLAYS IN THE MENTAL HEALTH OF THE CHILD. BECAUSE THE MAJORITY OF CANDIDATES WERE FEMALES, THE SAMPLE WAS CONFINED TO WOMEN SUBJECTS. THE SUBJECTS WERE UNIVERSITY WOMEN, MOSTLY JUNIORS, AND CANDIDATES FOR THE GENERAL ELEMENTARY TEACHING CREDENTIAL. THEY WERE DRAWN FROM THE UPPER DIVISION COURSE REQUIRED OF ALL PROSPECTIVE ELEMENTARY TEACHERS. PARTICIPATION IN THE PHYSIOLOGICAL TESTING WAS REQUIRED AS A PART OF THE TESTING PROGRAM FOR ALL SUCH TEACHER-CANDIDATES. FOR THESE 279 SUBJECTS, ADEQUATE PHYSIOLOGICAL DATA WERE OBTAINED FOR 247, AND ADEQUATE PSYCHOLOGICAL DATA AND EVALUATIONS OF STUDENT TEACHER PERFORMANCE WERE OBTAINED FOR SOMEWHAT SMALLER NUMBERS. ONLY AS STRESSES ACCUMULATE AND ATTRITION OCCURS WILL IT BE POSSIBLE TO TEST THE HYPOTHESES WHICH INDUCED THIS STUDY. ONLY LATER, THEN, CAN THE VALUE OF THIS STUDY FOR EDUCATION BE ASSESSED. (JL)

ED 002 762 24

COMPARATIVE STUDIES OF SOME LEARNING CHARACTERISTICS IN MENTALLY RETARDED AND NORMAL CHILDREN OF THE SAME MENTAL AGE.
BY- JOHNSON, ORVILLE G.
SYRACUSE UNIV., N.Y.
REPORT NUMBER CRP-091 PUB DATE 58
CONTRACT OEC-SAE-6416
EDRS PRICE MF-$0.27 HC-$6.88 172P.

DESCRIPTORS- *COMPARATIVE ANALYSIS, *COMPARATIVE TESTING, *ELEMENTARY GRADES, *LEARNING, *RETARDED CHILDREN, CHILDREN, NEW YORK, SYRACUSE,

INFORMATION WAS OBTAINED CONCERNING BASIC LEARNING CHARACTERISTICS OF RETARDED CHILDREN USING, INSOFAR AS POSSIBLE, MATERIALS WITH WHICH THEY HAVE HAD LITTLE OR NO PREVIOUS FAMILIARITY. THIRTY MENTALLY RETARDED AND AN EQUAL NUMBER OF NORMAL CHILDREN RANGING FROM 6 TO 9 YEARS IN MENTAL AGE WERE THE SUBJECTS OF THE STUDY. STANDARDIZED LISTS OF NONSENSE SYLLABLES, TESTS INVOLVING CANCELLATION OF SELECTED NUMBERS IN A SERIES OF SIX-PLACE NUMBERS, ASSEMBLY TASKS, AND OBJECT, PICTURE, AND WORD PROBLEMS OF REASONING, WERE GIVEN TO EACH SUBJECT. THE DATA WERE ANALYZED THROUGH STANDARD STATISTICAL ANALYSES OF DIFFERENCES BETWEEN GROUPS, AND INDIVIDUAL DATA SHEETS WERE ANALYZED AND CHARTED TO NOTE INDIVIDUAL SIMILARITIES AND DIFFERENCES. IT WAS CONCLUDED THAT THE LEARNING RATE OF MENTALLY HANDICAPPED CHILDREN IS AT LEAST EQUAL TO THAT OF NORMAL CHILDREN OF THE SAME MENTAL AGE OR DEVELOPMENTAL LEVEL. THUS A GROUP OF MENTALLY HANDICAPPED CHILDREN WILL BE ABLE TO LEARN SPECIFIC SKILLS AT THAT DEVELOPMENTAL LEVEL AT LEAST EQUALLY WELL AND WITH EQUAL RAPIDITY. HOWEVER, IT WILL TAKE THE MENTALLY HANDICAPPED GROUP APPROXIMATELY 1-1/2 YEARS TO DEVELOP INTELLECTUALLY THE SAME AMOUNT NORMAL CHILDREN WILL DEVELOP IN 1 YEAR. THE PRESENT SERIES OF STUDIES WAS LARGELY THEORETICAL IN NATURE AND SHOULD BE FOLLOWED UP WITH A PARALLEL SERIES CONCERNED WITH TASKS INVOLVING ACADEMIC LEARNING. (GC)

ED 002 763 24

SOCIAL BEHAVIOR OF MENTALLY RETARDED CHILDREN IN PUBLIC SCHOOL AND INSTITUTIONAL ENVIRONMENTS.
BY- CAPOBIANCO, RUDOLPH J. COLE, DOROTHY A.
SYRACUSE UNIV., N.Y., RESEARCH INSTITUTE
REPORT NUMBER CRP-092 PUB DATE 58
CONTRACT OEC-SAE-6417
EDRS PRICE MF-$0.18 HC-$2.60 65P.

DESCRIPTORS- *EDUCABLE MENTALLY HANDICAPPED, *MENTAL RETARDATION, *PUBLIC SCHOOLS, *RETARDED CHILDREN, *SOCIAL

ADJUSTMENT, BEHAVIOR, INSTITUTIONAL SCHOOLS, NEW YORK, SYRACUSE, TRAINABLE MENTALLY HANDICAPPED,

RELATIONSHIPS BETWEEN MENTAL AGE LEVEL AND DEGREE OF SOCIAL PARTICIPATION IN TRAINABLE AND EDUCABLE MENTALLY RETARDED CHILDREN OF BOTH SEXES WERE INVESTIGATED. THE MAJOR OBJECTIVES WERE (1) TO ESTABLISH A GRADIENT OF SOCIAL PARTICIPATION IN MENTALLY RETARDED CHILDREN OF BOTH SEXES REPRESENTING PUBLIC SCHOOL AND INSTITUTIONAL ENVIRONMENT, (2) TO COMPARE THE SOCIAL PARTICIPATION OF TRAINABLE AND EDUCABLE GROUPS TO NORMS ESTABLISHED FOR CHILDREN OF NORMAL INTELLIGENCE, AND (3) TO RELATE DEGREES OF SOCIAL PARTICIPATION WITH THE EDUCATIONAL ENVIRONMENTS OF EDUCABLE AND TRAINABLE MENTALLY RETARDED CHILDREN. FOUR GROUPS OF MENTALLY RETARDED CHILDREN (120) WERE SELECTED FROM PUBLIC SCHOOL AND INSTITUTIONAL CLASSES. TWO GROUPS (TRAINABLE AND EDUCABLE) REPRESENTED PUBLIC SCHOOL CLASSES AND INSTITUTIONAL CLASSES. DURING THE 5-MONTH PILOT STUDY ALL GROUPS WERE OBSERVED AND THEIR BEHAVIOR WAS NOTED FOR A 1-MINUTE FREE PLAY PERIOD. THESE OBSERVATIONS WERE GATHERED AT WEEKLY AND SEMIWEEKLY INTERVALS. TRAINED OBSERVERS RATED THE BEHAVIOR OF THE SUBJECTS IN SUCH CATEGORIES AS UNOCCUPIED, SOLITARY, ONLOOKER, ASSOCIATIVE, OR COOPERATIVE. ALL GROUPS WERE AGAIN RATED AT THE END OF THE SCHOOL YEAR. AN ANALYSIS WAS MADE OF THE CHANGE IN RATINGS FOR ALL GROUPS FROM INITIAL TO FINAL SCORES. THE RESULTS OF THE FACTORIAL DESIGN DEMONSTRATED A STATISTICALLY SIGNIFICANT DIFFERENCE IN FAVOR OF EDUCABLE CHILDREN OVER TRAINABLE CHILDREN IN TOTAL PLAY BEHAVIOR SCORES. (GC)

ED 002 764 24

A DESCRIPTION AND ANALYSIS OF LONGITUDINAL RECORDS OF DEVELOPMENT OF ELEMENTARY SCHOOL CHILDREN IN FERNDALE, MICHIGAN.
BY- KETCHAM, WARREN A. LAFFITTE, RONDEAU G.
MICHIGAN UNIV., ANN ARBOR
REPORT NUMBER CRP-096 PUB DATE 58
EDRS PRICE MF-$0.09 HC-$1.96 49P.

DESCRIPTORS- *ELEMENTARY SCHOOL STUDENTS, *LEARNING, *PHYSICAL DEVELOPMENT, *STATISTICAL ANALYSIS, *STUDENT DEVELOPMENT, ANN ARBOR, FERNDALE, MICHIGAN,

THE GOAL OF THIS STUDY WAS TO INCREASE THE UNDERSTANDING OF PROFESSIONAL AND LAY PEOPLE REGARDING CHILDREN'S PATTERNS OF DEVELOPMENT, PARTICULARLY IN REGARD TO EDUCATIONAL PROBLEMS. THE SPECIFIC PARTS OF THE STUDY RELATED TO THIS PURPOSE WERE--(1) THE ANALYSIS OF RELATIONSHIPS BETWEEN PHYSICAL, MENTAL, AND READING GROWTH, (2) THE COMPARISON OF DIFFERENCES BETWEEN SIBLINGS AND UNRELATED CHILDREN, AND (3) A COMPARISON OF THE FERNDALE DATA AND DATA COLLECTED AT THE UNIVERSITY SCHOOL IN ANN ARBOR. THE MAJOR PORTION OF THE DATA WAS DRAWN FROM RECORDS OF THE SCHOOL DISTRICT OF THE CITY OF FERNDALE, MICHIGAN. SIX YEARS AGO, THIS SCHOOL DISTRICT BEGAN A LONGITUDINAL TESTING PROGRAM OF CHILDREN IN KINDERGARTEN THROUGH EIGHTH GRADE WHO WERE MEASURED TWICE YEARLY FOR PHYSICAL, MENTAL, AND ACADEMIC GROWTH WITH ALL MEASUREMENTS CONVERTED INTO AGE UNITS. RECORDS WERE AVAILABLE ON 2,920 CHILDREN IN THE ELEMENTARY GRADES. IN ADDITION TO TESTING THEORETICAL CONCEPTS OF DEVELOPMENT, STATISTICAL ANALYSES OF THE DATA PERMITTED CONTRASTS OF PATTERNS OF DEVELOPMENT RELATED TO SUCH FACTORS AS SEX, RACE, SOCIOECONOMIC STATUS, CLASS SIZE, AND INSTRUCTIONAL GROUPING. THE FINDINGS OF THE FERNDALE PROJECT SUGGEST THAT THE MOST IMPORTANT RESPONSIBILITY OF PARENTS AND TEACHERS IS THAT OF LEARNING HOW TO BETTER COPE WITH THE LARGE AND DYNAMIC VARIABILITY IN GROWTH STATUS, GROWTH RATE, AND GROWTH PATTERN WHICH IS CHARACTERISTIC OF GROWING CHILDREN. (GC)

ED 002 765 24

EFFECTS OF CHILDREN'S SOCIAL POWER AND INTELLIGENCE ON THEIR INTERPERSONAL RELATIONS.
BY- ZANDER, ALVIN VAN EGMOND, ELMER
MICHIGAN UNIV., ANN ARBOR,RES.CTR.FOR GRP.DYNAMICS
REPORT NUMBER CRP-099 PUB DATE SEP 57
CONTRACT OEC-SAE-6450
EDRS PRICE MF-$0.09 HC-$1.76 44P.

DESCRIPTORS- *CHILDREN, *INTELLIGENCE DIFFERENCES, *INTERPERSONAL RELATIONSHIP, *SOCIAL ADJUSTMENT, *SOCIAL DIFFERENCES, ANN ARBOR, CLASSROOM ENVIRONMENT, FEMALES, GROUP TESTS, INTELLIGENCE LEVEL, MALES, MICHIGAN, PEER ACCEPTANCE, PEER RELATIONSHIP, PRIMARY GRADES, PROBLEM SOLVING, SOCIAL PROBLEMS, STUDENT BEHAVIOR, TEACHER EVALUATION, TEACHER RATING,

THE EFFECTS OF TWO DETERMINANTS, INTELLIGENCE AND DEGREE OF A PERSON'S SOCIAL POWER, WHICH AFFECT SOCIAL RELATIONS WERE EXAMINED IN THIS STUDY. THE LATTER REFERS TO THE ABILITY TO INFLUENCE THE BEHAVIOR AND BELIEFS OF OTHERS. THE OVERALL OBJECTIVE WAS TO DESCRIBE AND EXPLAIN CAUSES FOR THE TYPES AND CHARACTERISTICS USED BY CHILDREN WITH DIFFERENT DEGREES OF INTELLIGENCE. CHILDREN IN THE SECOND AND FIFTH GRADES HAVING VERY HIGH, AVERAGE, AND LOW INTELLIGENCE WERE SELECTED FOR THE STUDY. WITHIN EACH CATEGORY, THE CHILDREN WERE THEN DIVIDED INTO CLASSES OF PERSONS WHO HAD DIFFERENT DEGREES OF INFLUENCE AND EXPERTNESS ATTRIBUTED TO THEM BY PEERS AND TEACHERS. THEY WERE GIVEN A SERIES OF STANDARDIZED GROUP PROBLEM-SOLVING TASKS DURING WHICH THEIR INTERPERSONAL BEHAVIOR WAS STUDIED. THOSE WITH DIFFERENT DEGREES OF INTELLECTUAL ABILITY AND POWER WERE COMPARED WITH RESPECT TO THEIR INTERPERSONAL RELATIONS DURING THE PROBLEM-SOLVING SESSIONS AND THE BEHAVIOR USUALLY ACCORDED TO THEM IN THE CLASSROOM. THERE IS LITTLE SUPPORT IN THIS STUDY FOR THE ASSUMPTION THAT HIGHLY INTELLIGENT CHILDREN BEHAVE DIFFERENTLY IN SOCIAL SITUATIONS FROM THOSE WITH LOW INTELLIGENCE WHEN THE DEGREE OF THEIR SOCIAL POWER IS HELD CONSTANT. INTELLIGENCE BY ITSELF IS NOT AN IMPORTANT DETERMINANT OF SOCIAL RELATIONS. (JH)

ED 002 766 24

SPEECH PATHOLOGY AND AUDIOLOGY PROGRAMS IN ELEMENTARY AND SECONDARY SCHOOLS--A NATIONAL SURVEY OF CURRENT STATUS AND PROBLEMS.
BY- STEER, MACK D. AND OTHERS
AMERICAN SPEECH AND HEARING ASSN., WASHINGTON,D.C.
REPORT NUMBER CRP-649 PUB DATE JUL 61
PURDUE UNIV., LAFAYETTE, IND.
EDRS PRICE MF-$0.27 HC-$7.08 177P. JOURNAL OF SPEECH HEARING DISORDERS, MONOGRAPH SUPPL. 8

DESCRIPTORS- *AUDITION (PHYSIOLOGY), *CLINICS, *DEAF EDUCATION, *SPECIAL EDUCATION, *SPEECH INSTRUCTION, DISTRICT OF COLUMBIA, INSERVICE TEACHER EDUCATION, NATIONAL SURVEYS, PUBLIC SCHOOL SYSTEMS, REMEDIAL PROGRAMS, TEACHING TECHNIQUES,

THE PRESENT STATUS OF SPEECH PATHOLOGY AND AUDIOLOGY IN THE NATION'S SCHOOL SYSTEMS WAS INVESTIGATED. AN ATTEMPT WAS MADE TO DETERMINE THE ADMINISTRATIVE AND TECHNICAL PROBLEMS EXISTING IN THIS AREA. THE OBJECTIVES WERE TO PROVIDE EDUCATORS AND CLINICIANS WITH INFORMATION ON THE GENERAL PRACTICE, TRENDS, AND DEPARTURES IN SPEECH PATHOLOGY AND AUDIOLOGY, AND TO IDENTIFY AND DEFINE UNRESOLVED PROBLEMS IN RELATION TO CURRENT RESEARCH. GROUPS IN NINE PROBLEM AREAS WERE APPOINTED REPRESENTING GEOGRAPHICAL AND PROFESSIONAL AREAS, AND CONSISTING OF A COLLEGE TRAINING PROGRAM SPECIALIST, TWO PUBLIC SCHOOL SUPERVISORS OF SPEECH AND/OR HEARING THERAPY PROGRAMS, AND A PUBLIC SCHOOL TEACHER. ALL NINE PROBLEM-AREA WORK GROUPS MET IN A GENERAL SESSION FOR A REVIEW OF THE BASIC PROBLEM, AND EACH WAS CHARGED WITH A SPECIFIC RESEARCH RESPONSIBILITY FOR THE ENSUING YEAR. THE GROUPS WERE TO DETERMINE THE STATUS AND PROBLEMS OF THEIR AREAS BY USE OF QUESTIONNAIRES, SURVEYS, AND LIBRARY RESEARCH. AN IMPORTANT RESULT WAS THE DISCOVERY OF AREAS WHICH DESERVE PARTICULAR SCRUTINY BECAUSE OF THEIR CRUCIAL IMPORTANCE OR BECAUSE OF LACK OF EXACT INFORMATION. A NATURAL OUTGROWTH OF THIS SURVEY WILL BE A SERIES OF MORE LIMITED, BETTER-CONTROLLED STUDIES DESIGNED TO ANSWER SPECIFIC PRESSING QUESTIONS. THIS NATIONAL SURVEY HAS DEMONSTRATED THAT RESEARCH ACTIVITY IN THE PUBLIC SCHOOLS CAN AND MUST BE INTENSIFIED. MANY OF THE UNANSWERED QUESTIONS AND THE UNSOLVED PROBLEMS REVEALED BY THE DATA OF THE SURVEY REQUIRE SYSTEMATIC RESEARCH TO PROVIDE ANSWERS. (JL)

ED 002 767 24

RECRUITMENT AND RETENTION OF TALENTED COLLEGE STUDENTS.
BY- THISTLETHWAITE, DONALD L. AND OTHERS
VANDERBILT UNIV., NASHVILLE, TENN.
REPORT NUMBER CRP-657 PUB DATE JAN 63
CONTRACT OEC-SAE-8368
EDRS PRICE MF-$0.54 HC-$15.24 381P.

DESCRIPTORS- *COLLEGE PLACEMENT, *COLLEGE STUDENTS, *GIFTED, *MOTIVATION TECHNIQUES, *RETENTION, EDUCATIONAL ENVIRONMENT, FACTOR ANALYSIS, HIGHER EDUCATION, NASHVILLE, STUDENT MOTIVATION, TENNESSEE,

A VARIETY OF RECRUITING, TRAINING, AND ENVIRONMENTAL INCENTIVE FACTORS WERE STUDIED AS THEY RELATE TO COLLEGE MOTIVATION AMONG TALENTED HIGH SCHOOL STUDENTS AND TO SCIENTIFIC PRODUCTIVITY AND INTELLECTUAL ACHIEVEMENT AFTER A STUDENT HAS ENTERED COLLEGE. FOR THIS PURPOSE A FOLLOWUP STUDY WAS MADE OF A 10 PERCENT RANDOM SAMPLE OF HIGH SCHOOL GRADUATES, SELECTED FROM SOME 300,000 EXAMINEES WHO HAD MADE GOOD SCORES ON THE NATIONAL MERIT SCHOLARSHIP QUALIFYING TEST WHILE IN HIGH SCHOOL. THE SAMPLE, INCLUDING THOSE WHO ENROLLED IN COLLEGE AND THOSE WHO DID NOT, WAS EXAMINED COMPARATIVELY WITH RESPECT TO ASPIRATIONS, BACKGROUNDS, APTITUDES, AND OTHER PERSONAL CHARACTERISTICS. COMPARISONS WERE ALSO MADE BETWEEN THOSE SUBJECTS WHO HAD RECEIVED OR HAD BEEN OFFERED SCHOLARSHIPS AND LOANS AND THOSE WHO HAD NOT. IN ADDITION, SCALES WERE CONSTRUCTED FOR ASSESSING COLLEGE ENVIRONMENTS AND FOR DEFINING VARIABLES FOR STIMULATING ACHIEVEMENT IN HIGHER EDUCATION. AN INTERESTING FINDING WAS THAT OVER 75 PERCENT OF THAT PART OF THE SAMPLE WHO HAD NOT GONE TO COLLEGE COULD HAVE BEEN RECRUITED INTO COLLEGE IF EARLIER INCENTIVES HAD BEEN PROVIDED BEFORE THEIR NEGATIVE DECISIONS TOWARD HIGHER EDUCATION WERE MADE. RESULTS ALSO SHOWED THAT SCHOLARSHIPS AND LOANS CAN BE A SIGNIFICANT INCENTIVE IN OVERCOMING AN EXTREMELY COMMON REASON FOR NOT GOING TO COLLEGE-- FINANCIAL DIFFICULTY. METHODS WERE CITED FOR COLLEGE DROPOUT PREVENTION AMONG ABLE STUDENTS. (JH)

ED 002 768 24

SOCIAL STRUCTURES AND SOCIAL CLIMATES IN HIGH SCHOOLS, FINAL REPORT.
BY- COLEMAN, JAMES AND OTHERS
CHICAGO UNIV.
REPORT NUMBER CRP-120 PUB DATE 1 SEP 59
EDRS PRICE MF-$0.99 HC-$25.56 639P.

DESCRIPTORS- *ADOLESCENTS, *CAREER PLANNING, *HIGH SCHOOLS, *SOCIAL ENVIRONMENT, *SOCIAL STATUS, CHICAGO, ILLINOIS, QUESTIONNAIRES, VALUES,

THE MAJOR OBJECTIVES OF THE STUDY WERE TO--(1) INQUIRE INTO THE NATURE OF ADOLESCENT SOCIAL CLIMATES, (2) LEARN WHAT FACTORS IN THE SCHOOL AND COMMUNITY TEND TO GENERATE ONE OR ANOTHER ADOLESCENT CLIMATE, AND (3) DETERMINE THE CONSEQUENCES OF SUCH SOCIAL CLIMATES UPON THE ADOLESCENTS LIVING WITHIN THEM. THE STUDY WAS CARRIED ON IN 10 HIGH SCHOOLS IN AND AROUND CHICAGO. THESE INCLUDED RURAL, URBAN, AND SUBURBAN LOCATIONS, AND THE SCHOOLS RANGED IN SIZE FROM 95 TO OVER 2,000 STUDENTS. DATA WERE COLLECTED THROUGH QUESTIONNAIRES ADMINISTERED TO ALL STUDENTS IN EACH SCHOOL AND INTERVIEWS WITH ALL TEACHERS. THIS INFORMATION WAS SUPPLEMENTED BY SCHOOL RECORDS, CENSUS DATA, AND INTERVIEWS WITH PARENTS. FIELD TEAMS VISITED EACH SCHOOL TO COLLECT DATA, MAKING TWO VISITS TO EACH SCHOOL TO COLLECT EARLY AND LATER DATA ON THE CLIMATES OF THE SCHOOLS. IN ADDITION TO STATISTICAL TABULATIONS, THE DATA PROVIDED BASES FOR MORE COMPLEX ANALYSES OF THE SOCIAL STRUCTURE WITHIN THE STUDENT BODY OF EACH SCHOOL. THE FUNDAMENTAL THESIS OF THIS RESEARCH WAS COMPOSED OF THE FOLLOWING PREMISES--(1) ADOLESCENTS LOOK LARGELY TO THEIR PEERS FOR APPROVAL, ACCEPTANCE, RECOGNITION, AND STATUS, (2) VARIOUS ADOLESCENT SOCIAL SYSTEMS DIFFER IN THE VALUES CURRENT IN THEM, AND (3) THESE DIFFERENCES IN VALUES HELD BY DIFFERENT ADOLESCENT CULTURES ARE AT LEAST PARTLY A CONSEQUENCE OF FACTORS OVER WHICH THE SCHOOL AND COMMUNITY HAVE SOME CONTROL. (AH)

ED 002 769 24

A COMPARATIVE STUDY OF THE PERFORMANCE OF MENTALLY HANDICAPPED AND INTELLECTUALLY NORMAL BOYS ON SELECTED TASKS INVOLVING LEARNING AND TRANSFER, DECEMBER 1, 1956 - NOVEMBER 30, 1957.
BY- CRUICKSHANK, WILLIAM M. BLAKE, KATHRYN A.
SYRACUSE UNIV., N.Y., RESEARCH INSTITUTE
REPORT NUMBER CRP-127 PUB DATE 57
CONTRACT OEC-SAE-6414
EDRS PRICE MF-$0.27 HC-$6.32 158P.

DESCRIPTORS- *CHILDREN, *EDUCABLE MENTALLY HANDICAPPED, *LEARNING, *MALES, *TRANSFER OF TRAINING, COMPARATIVE ANALYSIS, COMPARATIVE TESTING, INSTITUTIONAL SCHOOLS, MENTALLY HANDICAPPED, NEW YORK, PERFORMANCE, SYRACUSE, THE RESPONSES OF EDUCABLE MENTALLY RETARDED CHILDREN AND INTELLECTUALLY NORMAL CHILDREN OF SIMILAR MENTAL AGES TO TASKS INVOLVING CERTAIN ASPECTS OF LEARNING AND TRANSFER OF THAT LEARNING WERE STUDIED. THE MAJOR OBJECTIVE WAS TO TEST THE HYPOTHESIS THAT DIFFERENCES IN ACHIEVEMENT AND INTELLIGENCE TEST PERFORMANCES BETWEEN THE TWO GROUPS TESTED ARE RELATED TO DIFFERENCES IN THE PROGRESS THEY MAKE IN LEARNING AND TRANSFER. THIRTY ENDOGENOUSLY MENTALLY RETARDED BOYS WITHIN THE IQ RANGE OF 50 TO 75 AND 30 BOYS WITHIN A NORMAL IQ RANGE (100-115) WERE MATCHED INDIVIDUALLY ON THE BASIS OF BINET MENTAL AGE (8, 9, AND 10 YEARS INCLUSIVE). THE MENTALLY RETARDED GROUP WERE SELECTED FROM THE SYRACUSE STATE SCHOOL, AND THE NORMAL BOYS FROM AN INSTITUTIONAL SETTING. IN ADDITION TO THE DETERMINATION OF THE IQ BY INDIVIDUAL ASSESSMENT, EACH SUBJECT WAS SCREENED FOR ACADEMIC ACHIEVEMENT AND ADEQUATE VISION AND HEARING. THE SIGNIFICANCE OF ANY DIFFERENCES BETWEEN THE GROUPS IN MENTAL AGE WAS EVALUATED BY MEANS OF THE T-TEST. A SERIES OF TESTS, INCLUDING SUCH ITEMS AS CARD SORTING AND PAIRED ASSOCIATES, FURNISHED DATA FOR THE STUDY IN EVALUATING PERFORMANCES OF THE SUBJECTS. (GC)

ED 002 770 24

CONSTRUCTION OF A GENERAL GROUP TEST FOR PUERTO RICAN STUDENTS IN THE ELEMENTARY AND SECONDARY SCHOOLS.
BY- ROCA, PABLO
PUERTO RICO UNIV., RIO PIEDRAS
REPORT NUMBER CRP-131 PUB DATE AUG 62
EDRS PRICE MF-$0.36 HC-$9.08 227P.

DESCRIPTORS- *ELEMENTARY SCHOOLS, *ENGLISH, *INTELLIGENCE QUOTIENT, *SECONDARY SCHOOLS, *SPANISH, ABILITY GROUPING, COMPARATIVE ANALYSIS, GROUP TESTS, NEW YORK, PUERTO RICO, RIO PIEDRAS, TEST INTERPRETATION,

THIS STUDY ATTEMPTED TO DEVELOP A GROUP TEST OF GENERAL ABILITY WHICH WILL ACCURATELY ASSESS THE INTELLECTUAL CAPACITIES OF ELEMENTARY AND SECONDARY STUDENTS IN THE PUERTO RICAN SCHOOLS. THE OBJECTIVES WERE--(1) TO DETERMINE WHAT COMMON INTELLECTUAL TASKS INDICATE MENTAL ABILITY IN SPANISH-SPEAKING PUERTO RICAN AND OTHER ENGLISH-SPEAKING AMERICAN CHILDREN, AND (2) TO ASCERTAIN WHAT CULTURAL DIFFERENCES INFLUENCE INTELLIGENCE TEST SCORES TO DISTORT RESULTS IN FAVOR OF OR AGAINST SPANISH-SPEAKING PUERTO RICAN CHILDREN. THE FIRST STEP WAS A SURVEY AND ANALYSIS OF PUBLISHED TESTS OF INTELLIGENCE AND OF THE LITERATURE IN THE FIELD TO ASCERTAIN THE COMMON FACTORS GENERALLY INCLUDED IN TESTS OF INTELLIGENCE. A POOL OF TEST ITEMS MEASURING DIFFERENT ABILITIES AT DIFFERENT GRADE LEVELS WAS PREPARED. THESE ITEMS WERE TRIED OUT FOR VALIDITY AND RELIABILITY, AND SOME WERE SELECTED FOR CONSTRUCTION OF A PROVISIONAL SCALE. A SECOND ITEM SAMPLE INCLUDED AT LEAST 500 CHILDREN FROM PRIMARY, INTERMEDIATE, AND ADVANCED GRADE LEVELS SELECTED ON THE BASIS OF NORMAL AGE AND AVERAGE ACHIEVEMENT FOR THE GRADE. THE SCHOOLS WERE SELECTED AT RANDOM FROM THE FOUR GEOGRAPHICAL REGIONS IN PUERTO RICO. A BALANCED SELECTION OF BOYS AND GIRLS FROM SMALL, MEDIUM, AND LARGE COMMUNITIES WAS USED. IN VIEW OF THE RESULTS OBTAINED BY COMPARING THE PERFORMANCE OF PUERTO RICAN CHILDREN IN NEW YORK SCHOOLS AND THE CHILDREN IN PUERTO RICO, WHERE THERE WERE SIGNIFICANT DIFFERENCES IN FAVOR OF THE LATTER AT ALL THREE LEVELS OF THE EXPERIMENTAL EDITION OF THE TEST, IT IS CONSIDERED ADVISABLE TO MAKE ANOTHER COMPARISON USING THE FINAL EDITION OF THE TEST WITH A MORE REPRESENTATIVE SAMPLE FROM NEW YORK. (GC)

ED 002 771 24

STUDY OF SCREENING PROCEDURES FOR SPECIAL EDUCATION SERVICES TO MENTALLY RETARDED CHILDREN.
BY- TUBB, J. M. AND OTHERS
MISSISSIPPI STATE DEPT. OF EDUCATION, JACKSON
REPORT NUMBER CRP-139 PUB DATE JUN 60
CONTRACT OEC-6906
EDRS PRICE MF-$0.18 HC-$4.32 108P.

DESCRIPTORS- *ELEMENTARY SCHOOLS, *MENTAL RETARDATION, *PSYCHOMETRICS, *RETARDED CHILDREN, *SCREENING TESTS, EXCEPTIONAL CHILDREN, JACKSON, MISSISSIPPI, STANFORD BINET INTELLIGENCE TEST,

THE MAJOR OBJECTIVE OF THE STUDY WAS TO FORMULATE A SOUND, EFFECTIVE AND WORKABLE METHOD OF SCREENING CHILDREN FOR PLACEMENT IN SPECIAL CLASSES FOR THE MENTALLY RETARDED. THE PROJECT WAS A PILOT STUDY OF APPROXIMATELY 5,000 ELEMENTARY SCHOOL CHILDREN IN GRADES 1 THROUGH 6 IN 2 REPRESENTATIVE COUNTIES. TEACHER AND PRINCIPAL REFERRALS WERE SECURED ON THIS SAMPLING, AND GROUP INTELLIGENCE AND GROUP ACHIEVEMENT TESTS HAVING THE LOWEST RATINGS WERE SELECTED FOR FURTHER INTENSIVE STUDY, INCLUDING INDIVIDUAL VERBAL AND PERFORMANCE PSYCHOMETRIC EXAMINATIONS, SOCIAL CASE HISTORIES, AND GENERAL AND SPECIAL MEDICAL EXAMINATIONS. ALL PERTINENT INFORMATION ON EACH PUPIL WAS IMPORTANT IN CONSIDERING HIM FOR PLACEMENT IN A SPECIAL CLASS. THE FIVE FACTORS USED IN THIS STUDY OR SIMILAR CRITERIA WERE APPLIED TO ALL OF THE PUPILS IN THE SCHOOL POPULATIONS SURVEYED. RESULTS OF THE STUDY IMPLIED THAT--(1) PUPILS IDENTIFIED BY ALL THE FACTORS MAY BE REGARDED AS ELIGIBLE FOR ADMISSION TO SPECIAL CLASSES UNTIL EVIDENCE TO THE CONTRARY IS SECURED, (2) PUPILS IDENTIFIED BY ONLY FOUR OF THE FIVE FACTORS MAY BE REGARDED AS HAVING A 90-PERCENT CHANCE OF BEING MENTALLY RETARDED, (3) PUPILS IDENTIFIED BY ONLY TWO OR THREE REFERRAL FACTORS SHOULD BE CONSIDERED DOUBTFUL PROSPECTS FOR CLASSES FOR THE MENTALLY RETARDED, (4) NO PUPIL SHOULD BE ADMITTED TO A CLASS FOR THE MENTALLY RETARDED UNTIL HE HAS BEEN ADMINISTERED AT LEAST ONE VALID INDIVIDUAL INTELLIGENCE TEST, (5) PROSPECTIVE PUPILS FOR A SPECIAL CLASS SHOULD HAVE AN HISTORICAL RECORD MADE OF PHYSICAL DEVELOPMENT BASED ON AN EXAMINATION BY A COMPETENT PEDIATRICIAN, AND (6) REPORTS OF PHYSICAL EXAMINATIONS AND TESTS OF SOCIAL MATURITY AND EMOTIONAL HEALTH CAN BE VERY HELPFUL IN TEACHING AND REMEDIAL WORK. (GC)

ED 002 772 24

AN APPLICATION OF REINFORCEMENT PRINCIPLES TO CLASSROOM TEACHING.
BY- PORTER, DOUGLAS
HARVARD UNIV., CAMBRIDGE, MASS.,GRAD. SCH.OF EDUC.
REPORT NUMBER CRP-142 PUB DATE 31 MAY 61
HARVARD UNIV., CAMBRIDGE, MASS.,LAB. RES.IN INSTR.
CONTRACT OEC-SAE-6899
EDRS PRICE MF-$0.27 HC-$5.60 140P.

DESCRIPTORS- *AUTOINSTRUCTIONAL AIDS, *MECHANICAL TEACHING AIDS, *ORTHOGRAPHIC SYMBOLS, *PHONETICS, *TEACHING MACHINES, CAMBRIDGE, CLASSROOM TECHNIQUES, MASSACHUSETTS, SPELLING, THIS RESEARCH CONSIDERED THE TEACHING OF SPELLING AS A PHENOMENON MORE OR LESS ISOLATED FROM THE OTHER AREAS OF LANGUAGE ARTS INSTRUCTION THAT PROBABLY CONTRIBUTE TO SPELLING PERFORMANCE. THE MAJOR OBJECTIVES WERE--(1) TO DESIGN, CONSTRUCT, AND TEST MECHANICAL DEVICES FOR THE TEACHING OF SPELLING, AND (2) TO CARRY OUT AN EXPLORATORY INVESTIGATION OF THE TEACHING DEVICES AND MATERIALS DEVELOPED IN ORDER TO DETERMINE THE FEASIBILITY OF MORE EXTENSIVE RESEARCH UTILIZING SIMILAR TECHNIQUES. THE TEACHING MACHINES DESIGNED FOR THIS RESEARCH PROVED TO BE SATISFACTORY AND DURABLE IN OPERATION, BUT LEFT MUCH TO BE DESIRED IN THE CONTROL OF CHEATING, SECURITY OF THE TEACHING MATERIALS, AND GENERAL CONVENIENCE. FOR RESEARCH PURPOSES, A FORM OF TEACHING MACHINE THAT ALLOWS SIMPLE PREPARATION OF MATERIALS AND EASE IN REVISION IS DESIRABLE. THE DESIGN OF SUCH A DEVICE IS SUGGESTED. OVERALL LEARNING OUTCOMES FROM THE TEACHING MACHINE TREATMENTS WERE GENERALLY COMPARABLE TO THOSE FROM THE USUAL CLASSROOM TECHNIQUES EMPLOYED IN THE EXPERIMENTAL SCHOOL, WITH SOME SUGGESTION OF SUPERIORITY FOR THE MACHINE TEACHING. WITHIN THE LIMITED FRAMEWORK OF THIS RESEARCH AN INTERESTING NEW TEACHING METHODOLOGY HAS BEEN TRIED WITH PROVOCATIVE RESULTS, AND SOME STEPS HAVE BEEN TAKEN TOWARD A BETTER UNDERSTANDING OF SPELLING AS A SUBJECT AREA. (GC)

ED 002 773 24

A COMPARISON OF EDUCATIONAL OUTCOMES UNDER SINGLE-TRACK AND TWO-TRACK PLANS FOR EDUCABLE MENTALLY RETARDED CHILDREN.
BY- WRIGHTSTONE, J. WAYNE AND OTHERS
NEW YORK CITY BOARD OF EDUCATION, BROOKLYN
REPORT NUMBER CRP-144 PUB DATE OCT 59
STATE UNIV. OF N.Y., ALBANY
CONTRACT OEC-SAE-6908
EDRS PRICE MF-$0.45 HC-$12.92 323P.

DESCRIPTORS- *COMPARATIVE ANALYSIS, *CURRICULUM, *EDUCABLE MENTALLY HANDICAPPED, *EDUCATIONAL PROGRAMS, *EXPERIMENTAL PROGRAMS, NEW YORK, NEW YORK CITY,

THIS STUDY SOUGHT TO COMPARE THE EDUCATIONAL CHANGES OF EDUCABLE MENTALLY RETARDED CHILDREN ENROLLED IN THE EXPERIMENTAL TWO-TRACK PROGRAM WITH THOSE CHANGES OF MATCHED EDUCABLES ENROLLED IN A ONE-TRACK PLAN. ABOUT 1,800 PUPILS IN CLASSES FOR THE EDUCABLE MENTALLY RETARDED PARTICIPATED IN THIS STUDY. THEY HAD IQ'S RANGING FROM 50-75, WERE FROM 8 TO 18 YEARS OLD, AND WERE DRAWN FROM VARYING ETHNIC, CULTURAL, AND SOCIOECONOMIC LEVELS. PUPILS WERE DIVIDED INTO ONE-TRACK AND INTO TWO-TRACK CLASSES. UNDER THE TWO-TRACK PLAN, EACH PUPIL WAS PLACED EITHER IN A CLASS FOR HIGH ACHIEVERS OR A CLASS FOR LOW ACHIEVERS. UNDER THE SINGLE-TRACK PLAN, HIGH ACHIEVERS AS WELL AS LOW ACHIEVERS WERE PLACED IN THE SAME CLASS AND TAUGHT BY THE SAME TEACHER. IN COMPARING THE EFFECTIVENESS OF THE TWO PLANS, BOTH OBJECTIVE AND SUBJECTIVE DATA WERE USED, AND THE MATCHED PAIR TECHNIQUE WAS EMPLOYED. IN FIFTEEN STUDIES, NO DIFFERENCES IN ACHIEVEMENT WERE FOUND BETWEEN HOMOGENEOUS OR HETEROGENEOUS GROUPING, AND NO HARMFUL EFFECTS FROM HOMOGENEOUS GROUPING. ON THE OTHER HAND, 13 OF THESE STUDIES FOUND DIFFERENCES FAVORING HOMOGENEOUS GROUPING, AND 5 REPORTED RESULTS PARTIALLY FAVORABLE AND PARTIALLY UNFAVORABLE TO HOMOGENEOUS GROUPING. (GC)

ED 002 774 24

EFFECTS OF A COMPREHENSIVE OPPORTUNITY PROGRAM ON THE DEVELOPMENT OF EDUCABLE MENTALLY RETARDED CHILDREN.
BY- SMITH, LLOYD L. STROUD, JAMES B.
IOWA UNIV., IOWA CITY, COLL. OF EDUCATION
REPORT NUMBER CRP-145 PUB DATE 60
IOWA STATE DEPT. OF PUBLIC INSTR., DES MOINES
EDRS PRICE MF-$0.14 HC-$4.12 103P.

DESCRIPTORS- *EDUCABLE MENTALLY HANDICAPPED, *GROUP THERAPY, *PARENT PARTICIPATION, *PSYCHOTHERAPY, CASE STUDIES (EDUCATION), DES MOINES, DEVELOPMENT, HUMAN RELATIONS, INSTRUCTIONAL PROGRAMS, IOWA, MENTAL HEALTH, MENTAL RETARDATION, RETARDED CHILDREN, TESTS,

THIS STUDY INVESTIGATED THE EFFECTS UPON EDUCABLE MENTALLY RETARDED CHILDREN OF A COMPREHENSIVE OPPORTUNITY PROGRAM EMBRACING NOT ONLY GOOD INSTRUCTION, BUT ALSO PSYCHOTHERAPY, A GOOD MENTAL-HYGIENE ATMOSPHERE, AND WHOLESOME AND EFFECTIVE HUMAN RELATIONSHIPS IN SCHOOL, HOME, AND COMMUNITY. THE MAJOR OBJECTIVES WERE--(1) TO SELECT AND/OR DEVELOP INSTRUCTIONAL MATERIALS AND PROCEDURES FOR A PROGRAM OF INSTRUCTION FOR EDUCABLE MENTALLY RETARDED CHILDREN, (2) TO GAIN KNOWLEDGE OF THE LEARNING PROCESSES AND OF THE RATE OF LEARNING OF SUCH CHILDREN, DESCRIBING THEIR LEARNING BEHAVIOR SO THAT ONE MIGHT GET A BETTER IDEA OF PROGRESS TEACHERS MIGHT EXPECT, (3) TO PROVIDE A COMPREHENSIVE DESCRIPTION, IN SCHOOL AND OUT OF SCHOOL, OF THE BEHAVIOR, MOTOR SKILLS, PERSONAL ADJUSTMENT, SOCIAL COMPETENCE, STABILITY, AND CHARACTER OF MENTALLY RETARDED PUPILS, AND (4) TO INVESTIGATE THE EFFECTS OF THE APPLICATION OF A "TOTAL PUSH" TYPE OF AMELIORATIVE AND DEVELOPMENTAL PROGRAM. THE PROJECT SETTING THUS AFFORDED, EVEN FORCED, CONCENTRATION OF EFFORT UPON THIS PART OF THE TOTAL PROBLEM OF EDUCATIONAL PROGRAMING FOR EDUCABLE MENTALLY RETARDED PUPILS. NO RESOURCE WAS USED WHICH MIGHT NOT BE AVAILABLE FOR USE BY ANY LOCAL SCHOOL SYSTEM SINCERELY INTERESTED IN PLANNING ITS INSTRUCTIONAL PROGRAM FOR THE MENTALLY RETARDED, AND NO MORE TIME WAS AVAILABLE FOR THE WORK THAN IS AVAILABLE IN MOST SCHOOLS. THE IMPLICATION THAT SUCH WORK CAN BE CARRIED OUT EFFECTIVELY BY A SPECIAL EDUCATION STAFF OF A PUBLIC SCHOOL IS CLEAR. (GC)

ED 002 775 24

A COMPARISON OF POSTSCHOOL ADJUSTMENTS OF REGULAR AND SPECIAL CLASS RETARDED INDIVIDUALS SERVED IN LINCOLN AND OMAHA, NEBRASKA, PUBLIC SCHOOLS.
BY- CARRIKER, WILLIAM R.
NEBRASKA STATE DEPT. OF EDUCATION, LINCOLN
REPORT NUMBER CRP-146 PUB DATE 57
CONTRACT OEC-SAE-6445
EDRS PRICE MF-$0.27 HC-$7.44 186P.

DESCRIPTORS- *EMPLOYMENT POTENTIAL, *MENTAL RETARDATION, *PUBLIC SCHOOLS, *RETARDED CHILDREN, *SPECIAL EDUCATION. COMPARATIVE ANALYSIS, LINCOLN, NEBRASKA,

A COMPARISON OF THE PRESENT STATUS OF A GROUP OF MENTALLY RETARDED INDIVIDUALS WHO HAD BEEN TAUGHT IN SPECIAL CLASSES WITH A COMPARABLE GROUP OF MENTALLY RETARDED INDIVIDUALS WHO HAD NOT BEEN ENROLLED IN SPECIAL CLASSES WAS MADE. THE SUBJECTS OF THIS STUDY WERE TWO GROUPS IN EQUALED

40) OF MENTALLY HANDICAPPED INDIVIDUALS WHO HAD ATTENDED PUBLIC SCHOOLS, THE ONE GROUP IN THE SPECIAL EDUCATION PROGRAM NOT LESS THAN 1 YEAR, AND THE OTHER IN THE REGULAR SCHOOL PROGRAM. EACH GROUP WAS STUDIED THROUGH PARENTAL, SOCIOLOGICAL AND EMPLOYMENT DATA IDENTIFICATION. COMPARISONS WERE MADE IN TERMS OF IDENTIFICATION AND DESCRIPTION OF COMMUNITY, OCCUPATIONAL, AND PERSONAL POSTSCHOOL ADJUSTMENTS. IT APPEARED THAT THE SUBJECTS FROM BOTH GROUPS HAVE DONE EXCEPTIONALLY WELL IN BECOMING ACCEPTABLE CITIZENS WITHIN THE COMMUNITY. THIS TENDS TO AGREE WITH MOST OF THE RECENT STUDIES CARRIED OUT IN REGARD TO THE ADJUSTMENT OF MENTALLY RETARDED INDIVIDUALS WHO HAVE BEEN IN SPECIAL CLASSES OR INSTITUTIONS. (GC)

ED 002 776 24

A STUDY OF THE ETIOLOGY AND DEVELOPMENT OF THE CREATIVE PERSONALITY.
BY- DREVDAHL, JOHN E.
MIAMI UNIV., CORAL GABLES, FLA.
REPORT NUMBER CRP-664 PUB DATE 61
EDRS PRICE MF-$0.09 HC-$1.40 35P.

DESCRIPTORS- *ADULT PROGRAMS, *CREATIVITY RESEARCH, *PERSONALITY ASSESSMENT, CORAL GABLES, CREATIVE DEVELOPMENT, EDUCATIONAL BACKGROUND, ENVIRONMENTAL INFLUENCES, FAMILY BACKGROUND, FLORIDA, INTERVIEWS, PERSONALITY STUDIES, PSYCHOLOGISTS, SOCIAL INFLUENCES, STATISTICAL ANALYSIS,

THE BACKGROUNDS, MOTIVATIONS, AND PERSONALITIES OF THREE GROUPS WERE INVESTIGATED TO DETERMINE THE SOURCE AND TYPE OF EDUCATIONAL, ENVIRONMENTAL, AND SOCIAL CONDITIONS THAT ARE CONDUCIVE TO CREATIVE PRODUCTIVITY. A SAMPLE OF 30 PSYCHOLOGISTS WAS SELECTED AND, AFTER SOME INVESTIGATION, WAS DIVIDED INTO THE FOLLOWING GROUPS--(1) CREATIVE, (2) NONCREATIVE, PRODUCTIVE, AND (3) NONCREATIVE, NONPRODUCTIVE. EACH SUBJECT PARTICIPATED IN AN UNSTRUCTURED PERSONAL INTERVIEW FROM WHICH INDIVIDUAL IDENTIFICATION WAS MADE ON A NUMBER OF PERTINENT FACTORS INCLUDING MOTIVATION, PERSONALITY, ETIOLOGY, DEVELOPMENT, AND EDUCATION. THE COLLECTED DATA WERE ANALYZED, AND CROSS-CORRELATIONS OF ALL FACTORS WERE MADE TO ESTABLISH SOME FORMIDABLE COMPARISONS AMONG THE SUBJECT GROUPS. CONCLUSIONS WERE THAT SOME REVISION OF CURRENT PROFESSIONAL TRAINING PROCEDURES COULD BE OF BENEFIT IN THE ENCOURAGEMENT OF CREATIVITY, AND THAT THE FAMILY AND EMOTIONAL AND EDUCATIONAL ENVIRONMENTS ARE OF CONSIDERABLY GREATER IMPORTANCE IN FOSTERING CREATIVITY THAN THE FAMILY SOCIOECONOMIC CIRCUMSTANCES. EARLY FAMILY RESPONSIBILITY AND OPPORTUNITIES FOR INDEPENDENT ACTION WERE ALSO CONSIDERED TO BE OF VALUE. IN ADDITION, IT APPEARED THAT EDUCATIONAL EXPERIENCES ARE INFLUENTIAL IN FOSTERING OR SUPPRESSING CREATIVE POTENTIAL. (JH)

ED 002 777 24

RESTRICTED GENERALIZATION, BIAS, AND LOSS OF POWER THAT MAY RESULT FROM MATCHING GROUPS.
BY- STANLEY, JULIAN C. , BEEMAN, ELLEN Y.
WISCONSIN UNIV., MADISON
REPORT NUMBER CRP-149 PUB DATE 27 SEP 57
EDRS PRICE MF-$0.09 HC-$1.32 33P.

DESCRIPTORS- *LITERATURE, *MENTAL RETARDATION, *PSYCHOLOGICAL STUDIES, *RESEARCH METHODOLOGY, MADISON, METHODOLOGY, WISCONSIN,

THIS STUDY CRITICALLY EVALUATED MAJOR PUBLISHED STUDIES DEALING WITH PSYCHOLOGICAL AND EDUCATIONAL ASPECTS OF MENTAL RETARDATION AND PREPARED AN EXTENSIVE, DETAILED ANALYSIS OF RESEARCH METHODOLOGY ON THIS SUBJECT. THIS WAS A LIBRARY RESEARCH PROJECT IN WHICH A GREAT BODY OF LITERATURE WAS SURVEYED, ESPECIALLY PERIODICALS. SELECTED CLUSTERS OF STUDIES AND SINGLE STUDIES ILLUSTRATING THE METHODOLOGICAL POINTS WERE EMPHASIZED. A FEW RESEARCHERS IN MENTAL DEFICIENCY ARE PERFORMING THEORETICALLY ORIENTED EXPERIMENTS, UTILIZING MODERN PRINCIPLES OF EXPERIMENTAL DESIGN AND ANALYSIS. THE GREATEST PRESENT NEED SEEMS TO BE TO APPLY SUCH PRINCIPLES TO THE TESTING OF HYPOTHESES DERIVED FROM CONSIDERATION OF PRIOR EMPIRICAL FINDINGS. STATUS STUDIES, SUCH AS COMPARING "FAMILIALS" WITH BRAIN-INJURED AMENTS ON THE BENDER GESTALT, DO ADD TO KNOWLEDGE AND THEORY, OF COURSE, BUT IT APPEARS TO THE INVESTIGATORS THAT MANIPULATION OF VARIABLES WITHIN THE CONTROL OF THE EXPERIMENTER SHOULD BE MORE FRUITFUL, PARTICULARLY WHERE THESE VARIABLES DERIVE FROM PRINCIPLES OF PSYCHOLOGY, PSYCHIATRY, MEDICINE, SOCIOLOGY, ANTHROPOLOGY, EDUCATION, AND OTHER RELATED DISCIPLINES. STUDY OF THE FEEBLEMINDED BY SOCIAL SCIENTISTS SEEMS LIKELY TO REMAIN CLOSER TO SERVICE THAN RESEARCH. PROBABLY A MORE OVER-ARCHING FRAME OF REFERENCE IS DESIRABLE, WITH DIMENSIONS OF INVESTIGATION CUTTING ACROSS VARIOUS LEVELS OF MENTAL DEVELOPMENT. THE RESEARCH CONCLUDED THAT MUCH FUNDAMENTAL (PURE) RESEARCH IS NEEDED IN ORDER TO DEVELOP THEORIES AND PRINCIPLES FROM WHICH RECOMMENDATIONS FOR PRACTICE CAN BE DEDUCED AND EVALUATED. (GC)

ED 002 778 24

CONDITIONS INFLUENCING INSIGHT AND PROBLEM-SOLVING BEHAVIOR IN THE MENTALLY RETARDED.
BY- JENSEN, KAI
WISCONSIN UNIV., MADISON, SCH. OF EDUC.
REPORT NUMBER CRP-150 PUB DATE JUN 50
EDRS PRICE MF-$0.27 HC-$6.84 171P.

DESCRIPTORS- *BEHAVIOR, *LEARNING, *MENTAL RETARDATION, *PROBLEM SOLVING, *RETARDED CHILDREN COGNITIVE ABILITY, MADISON, MEASUREMENT TECHNIQUES, PERCEPTION, WISCONSIN,

THE MAJOR OBJECTIVES OF THE STUDY ARE--(1) TO SECURE A BETTER UNDERSTANDING OF THE CONDITIONS INFLUENCING INSIGHT AND PROBLEM-SOLVING BEHAVIOR IN VARIOUS TYPES OF THE MENTALLY RETARDED, (2) TO DEVELOP AND EVALUATE TECHNIQUES, INSTRUMENTS, AND PROCEDURES SUITABLE FOR THE STUDY OF INSIGHT AND PROBLEM-SOLVING BEHAVIOR IN VARIOUS TYPES OF MENTALLY RETARDED CHILDREN, (3) TO ASCERTAIN THE RELATIONSHIP BETWEEN INSIGHT AND PROBLEM-SOLVING BEHAVIOR AND RETENTION IN THE MENTALLY RETARDED, (4) AND TO COMPARE THE EFFECTIVENESS OF VARIOUS LEARNING PROCEDURES FOR THE MENTALLY RETARDED. THE FIRST STEP IN CONDUCTING THIS STUDY WAS TO IDENTIFY THE CATEGORIES OF PROBLEM SOLVING WHICH OFFER THE GREATEST PROMISE FOR MEASURING THE INSIGHT BEHAVIOR AND FOR DETERMINING THE CONDITIONS WHICH INFLUENCE THE INSIGHT AND PROBLEM-SOLVING LEARNING OF MENTALLY RETARDED CHILDREN. AFTER THIS RANGE OF INSIGHT SITUATIONS HAD BEEN IDENTIFIED, THE STUDY SELECTED TEST INSTRUMENTS AND SITUATIONS. THESE INSTRUMENTS WERE REFINED AND THEN USED TO IDENTIFY CIRCUMSTANCES, PROCEDURES, AND TECHNIQUES THAT ARE RELATED TO

THE DEVELOPMENT OF INSIGHT. THE SUBJECTS OF THE STUDY WERE CHILDREN OF DIFFERENT AGES AND MENTAL ABILITY LEVELS. IT WAS CONCLUDED THAT TRAINING FOR THE MORE SEVERELY MENTALLY IMPAIRED MIGHT BE CONCENTRATED ON MANIPULATION OF THE INTENSITY-BRIGHTNESS AND THE PERIPHERAL CHARACTERISTICS OF TRAINING MATERIALS. IF MENTAL RETARDATES ARE PREDISPOSED TO STRONGEST REACTIVITY VIA THOSE PARTICULAR CHANNELS, THE CONCLUSION WOULD SEEM TO FOLLOW THAT EFFICIENT TRAINING SHOULD UTILIZE THIS PREDISPOSITION. THE FINAL SECTION OF THIS REPORT OFFERED SUGGESTIONS FOR FURTHER RESEARCH. (GC)

ED 002 779 24
PERCEPTION OF SYMBOLS IN SKILL LEARNING BY MENTALLY RETARDED, GIFTED, AND NORMAL CHILDREN.
BY- HERRICK, VIRGIL E. HARRIS, THEODORE L.
WISCONSIN UNIV., MADISON, SCH. OF EDUC.
REPORT NUMBER CRP-151 PUB DATE NOV 57
EDRS PRICE MF-$0.18 HC-$2.84 71P.

DESCRIPTORS- *GIFTED, *INTELLIGENCE, *RETARDED CHILDREN, *SKILL DEVELOPMENT, *SYMBOLIC LANGUAGE, COMPARATIVE ANALYSIS, LEARNING, MADISON, MENTAL RETARDATION, PERCEPTION, PUBLIC SCHOOLS, SPECIAL CLASSES, WISCONSIN,

HOW CHILDREN OF DIFFERENT MENTAL ABILITIES PERCEIVE LEARNING TASKS WAS STUDIED. THREE GROUPS OF 10 CHILDREN EACH (5 BOYS AND 5 GIRLS) WERE THE SUBJECTS OF THIS PROJECT. THE CHILDREN WERE SELECTED SO THAT THE GROUPS WERE HIGHLY SIMILAR IN CHRONOLOGICAL AGE, BUT DIFFERED DISTINCTLY IN IQ. ONE GROUP WAS COMPOSED OF GIFTED CHILDREN FROM A GIVEN SCHOOL OF 810 CHILDREN, ONE GROUP WAS FROM MADISON PUBLIC SCHOOLS, AND ONE GROUP WAS FROM SPECIAL CLASSES FOR THE MENTALLY RETARDED. EACH CHILD WAS ASKED TO PERFORM CERTAIN TASKS INVOLVING HIS PERCEPTION AND REPRODUCTION OF SYMBOLS, AND HIS RESPONSES WERE NOTED BY OBSERVATION AND POLYGRAPHS. THESE TASKS REPRESENTED THE SCHOOL LEARNING TASKS OF HANDWRITING, SPELLING, ARITHMETIC, AND READING. THE DATA RECORDED ON THE PUPILS WERE ANALYZED TO TEST THE HYPOTHESIS THAT RETARDED CHILDREN PERCEIVE AND ACT ON SYMBOLS IN ESSENTIALLY THE SAME MANNER AS DO GIFTED AND NORMAL CHILDREN. HIGH AND SIGNIFICANT DEGREES OF CONSISTENCY WERE DISCOVERED AMONG THE THREE GROUPS OF CHILDREN WITH RESPECT TO THEIR RESPONSES TO THE VARIOUS EXERCISES USED. SIGNIFICANT DIFFERENCES WERE NOTED, HOWEVER, AMONG SEVERAL OF THE GROUP MEAN SCORES. THIS EXPLORATORY STUDY PROVIDED THE BASIS FOR THE DEVELOPMENT OF MANY IMPORTANT CHANGES AND IMPROVEMENTS IN TESTING PROCEDURES, INSTRUMENTATION, AND SAMPLE DEFINITION. (GC)

ED 002 780 24
MOTOR CHARACTERISTICS OF THE MENTALLY RETAR[illegible]D.
BY- FRANCIS, ROBERT J. RARICK, LAWRENCE [illegible]
WISCONSIN UNIV., MADISON
REPORT NUMBER CRP-152 PUB DATE JUL 57
CONTRACT OEC-484-2259
EDRS PRICE MF-$0.18 HC-$3.60 90P.

DESCRIPTORS- *COMPARATIVE ANALYSIS, *EDUCABLE MENTALLY HANDICAPPED, *ELEMENTARY SCHOOL STUDENTS, *INSTITUTIONAL SCHOOLS, *MENTALLY HANDICAPPED, CHILDREN, DATA COLLECTION, MADISON, WISCONSIN,

SCIENTIFIC DATA WERE OBTAINED ON THE MOTOR LEVELS OF ATTAINMENT AND/OR POTENTIALS OF THE MENTALLY RETARDED TO PROVIDE SCIENTIFIC BASES UPON WHICH TEACHERS MIGHT PREPARE FOR FUTURE RESPONSIBILITIES WITH MENTALLY RETARDED PERSONS. THE MAJOR OBJECTIVE WAS TO DETERMINE THE MOTOR CHARACTERISTICS OF THE MENTALLY RETARDED (IQ'S BELOW 80). THE MENTALLY RETARDED CHILDREN INCLUDED IN THIS INVESTIGATION WERE MARKEDLY INFERIOR IN ALL MOTOR PERFORMANCE TESTS AND WITH ADVANCING AGE LEVEL THE DEVIATIONS FROM THE NORMAL TENDED TO BECOME GREATER. HOWEVER, THE GENERAL PATTERN OF CHANGE BY AGE AND SEX WAS SIMILAR TO THAT REPORTED ON NORMAL CHILDREN, AS WERE THE INTERCORRELATIONS AMONG THE SPECIFIC MOTOR TESTS. ALTHOUGH THE FINDINGS WOULD INDICATE THAT THE POOR QUALITY OF MOTOR PERFORMANCE WAS A FUNCTION OF LOW INTELLIGENCE, THE RELATIONSHIP OF MEASURES OF INTELLIGENCE TO THE MOTOR PERFORMANCE TEST SCORES WERE SIMILAR TO CORRELATIONS OBTAINED BETWEEN THESE VARIABLES ON NORMAL HUMANS. THE GREAT DIFFERENCE IN MOTOR PROFICIENCY BETWEEN THE NORMAL AND THE MENTALLY RETARDED AS DEMONSTRATED CLEARLY SHOWS THAT THE DEGREE OF MOTOR RETARDATION OF THESE CHILDREN IS PERHAPS GREATER THAN HAD BEEN PREVIOUSLY SUPPOSED. (GC)

ED 002 781 24
AN ANALYSIS OF LEARNING EFFICIENCY IN ARITHMETIC OF MENTALLY RETARDED CHILDREN IN COMPARISON WITH CHILDREN OF AVERAGE AND HIGH INTELLIGENCE.
BY- KLAUSMEIER, HERBERT J. AND OTHERS
WISCONSIN UNIV., MADISON
REPORT NUMBER CRP-153 PUB DATE AUG 59
EDRS PRICE MF-$0.27 HC-$7.12 178P.

DESCRIPTORS- *ARITHMETIC, *LEARNING, *MENTAL RETARDATION, *PHYSICAL DEVELOPMENT, *RETARDED CHILDREN, ACHIEVEMENT, COMPARATIVE ANALYSIS, ELEMENTARY SCHOOL STUDENTS, MADISON, MILWAUKEE, PUBLIC SCHOOLS, RETENTION, WISCONSIN,

A COMPARISON OF THE LEARNING EFFICIENCY IN ARITHMETIC OF MENTALLY RETARDED CHILDREN AND CHILDREN OF AVERAGE AND HIGH INTELLIGENCE WAS MADE. THIS STUDY TESTED FIVE HYPOTHESES--(1) UNEVEN PHYSICAL GROWTH ACCOMPANIES LOW EFFICIENCY IN LEARNING ARITHMETIC, (2) SLOW PHYSICAL GROWTH ACCOMPANIES LOW EFFICIENCY IN LEARNING ARITHMETIC, (3) THE LEVEL OF FUNCTIONING AS REPRESENTED IN STRENGTH, MENTAL AGE, READING ACHIEVEMENT, LANGUAGE ACHIEVEMENTS, AND ARITHMETIC ACHIEVEMENT IS THE SAME AMONG MENTALLY RETARDED, AVERAGE, AND HIGH IQ CHILDREN, (4) SPEED OF ACQUIRING ARITHMETIC LEARNING IS INVERSELY RELATED TO RETENTION AMONG GROUPS OF CHILDREN OF LOW, AVERAGE, AND HIGH IQ, AND (5) RATE OF FORGETTING ACQUIRED ARITHMETIC LEARNINGS IS EQUAL AMONG CHILDREN OF LOW, AVERAGE, AND HIGH IQ. THE MEASURES EMPLOYED IN THE TESTING OF HYPOTHESES 1, 2, AND 3 WERE HEIGHT, WEIGHT, STRENGTH, CARPAL DEVELOPMENT, PERMANENT TEETH, INTELLIGENCE, AND ACHIEVEMENT TEST RESULTS IN READING, ARITHMETIC, AND LANGUAGE. TESTING OF THE LAST TWO HYPOTHESES REQUIRED INDIVIDUAL ADMINISTRATION OF ARITHMETIC LEARNING TASKS OVER A PERIOD OF TIME. COMPLETE PERSONALITY ASSESSMENTS AND MEDICAL EXAMINATIONS, ALONG WITH PERTINENT EDUCATIONAL AND FAMILY HISTORIES WERE OBTAINED ON THE MENTALLY RETARDED FOR DESCRIPTIVE PURPOSES AND POSSIBLE COMPARISONS WITH OTHER MENTALLY RETARDED CHILDREN. IT WAS CONCLUDED THAT THE EVIDENCE STRONGLY SUGGESTS THAT THERE IS NO DIFFERENCE IN RETENTION OF ARITHMETIC LEARNINGS AMONG CHILDREN OF LOW, AVERAGE, AND HIGH INTELLIGENCE WHEN THE LEARNING TASK IS GRADED TO EACH CHILD'S CURRENT ACHIEVEMENT

LEVEL AND RETENTION IS MEASURED IN UNITS OF PRACTICAL ARITHMETIC EXERCISES OR IN TIME TO LEARN OR RELEARN TO SOLVE A NOVEL ARITHMETIC PROBLEM. (AH)

ED 002 782 24

EMOTIONAL REACTIONS TO LEARNING SITUATIONS AS RELATED TO THE LEARNING EFFICIENCY OF MENTALLY RETARDED CHILDREN.
BY- RINGNESS, T. A.
WISCONSIN UNIV., MADISON
REPORT NUMBER CRP-154 PUB DATE 30 JUN 59
CONTRACT OEC-SAE-6434
EDRS PRICE MF-$0.18 HC-$4.08 102P.

DESCRIPTORS- *ASPIRATION, *EMOTIONALLY DISTURBED, *MENTAL RETARDATION, *RETARDED CHILDREN, *SELF CONCEPT, CALIFORNIA ACHIEVEMENT TESTS, COMPARATIVE ANALYSIS, ELEMENTARY SCHOOL STUDENTS, MADISON, MILWAUKEE, PUBLIC SCHOOLS, WISCONSIN,

THE RELATIONSHIPS OF THE SELF-CONCEPTS, LEVELS OF ASPIRATION, AND EMOTIONAL REACTIONS OF MENTALLY RETARDED CHILDREN TO THEIR PROBLEM-SOLVING SITUATIONS AND INDIVIDUAL LEARNING EFFICIENCIES WERE STUDIED, USING NORMALLY DEVELOPING AND BRIGHT STUDENTS FOR COMPARISON. A GROUP OF 40 FOURTH-GRADE CHILDREN WAS SELECTED TO REPRESENT EACH OF THE ABOVE THREE CHILD CATEGORIES. PSYCHOLOGICAL, MEDICAL, AND SCHOLASTIC ACHIEVEMENT DATA WERE ADMINISTERED, COLLECTED, AND EVALUATED FOR EACH PARTICIPANT OVER A 2-YEAR PERIOD. STUDY RESULTS SHOW THAT MENTALLY RETARDED SUBJECTS MAY BE CHARACTERIZED AS BEING EAGER TO PLEASE, FRIENDLY, REASONABLY HAPPY IN THEIR CLASSROOMS, BUT EXHIBITING UNDERLYING ANXIETY. THEY ARE NOT AS REACTIVE TO STIMULI NOR DO THEY APPEAR TO DIFFERENTIATE STIMULI IN THE SAME MANNER AS AVERAGE OR BRIGHT SUBJECTS. THE RETARDED ARE NOT REALISTIC IN SELF-CONCEPT, NOR RELIABLE IN VERBALIZING SELF-CONCEPTS, AND DO NOT DIFFERENTIATE AREAS OF THE SELF-CONCEPT WELL. LEVELS OF ASPIRATION ARE UNREALISTIC AND UNRELIABLE, AND EFFICIENCY OF PROBLEM-SOLVING OR LEARNING OF ARITHMETIC IS LOW. HOWEVER, INDIVIDUAL DIFFERENCES ARE FOUND AMONG THE RETARDED, AS AMONG OTHER SUBJECTS, AND SOME DID UNEXPECTEDLY WELL IN CERTAIN AREAS MEASURED. A GREAT DEAL OF WORK STILL NEEDS TO BE DONE IN AREAS SAMPLED IN THIS STUDY, AND SUGGESTIONS ARE INCLUDED WITHIN EACH SECTION. (JH)

ED 002 783 24

IDENTIFICATION AND EVALUATION OF METHODS FOR TEACHING SEVERELY MENTALLY RETARDED (TRAINABLE) CHILDREN.
BY- HUDSON, MARGARET
GEORGE PEABODY COLL. FOR TEACHERS, NASHVILLE,TENN.
REPORT NUMBER CRP-155 PUB DATE 15 DEC 61
CONTRACT OEC-SAE-6462
EDRS PRICE MF-$0.27 HC-$7.80 195P.

DESCRIPTORS- *CLASSROOM TECHNIQUES, *EDUCABLE MENTALLY HANDICAPPED, *MENTAL RETARDATION, *RETARDED CHILDREN, *TEACHING METHODS, CLASSROOM ENVIRONMENT, NASHVILLE, TEACHING TECHNIQUES, TENNESSEE,

THE OBJECTIVES OF THIS STUDY WERE TO--(1) IDENTIFY, DESCRIBE, AND CATEGORIZE SPECIFIC METHODS BEING UTILIZED BY TEACHERS OF "TRAINABLE" CHILDREN IN TENNESSEE, (2) IDENTIFY TEACHERS USING THE VARIOUS TECHNIQUES, (3) DEVELOP A PRELIMINARY RATING SCALE OF TEACHER COMPETENCY, (4) DETERMINE IF A RELATIONSHIP EXISTS BETWEEN METHODS BEING USED AND OTHER RELEVANT VARIABLES, AND (5) ESTABLISH HYPOTHESES FOR CONTROLLED RESEARCH ON TEACHING METHODOLOGY. THE PROCEDURES USED IN TEACHING "TRAINABLE" CHILDREN WERE IDENTIFIED AND CATEGORIZED THROUGH TYPE AND OBSERVATION RECORDINGS. A CLUSTER ANALYSIS SUGGESTED SEVEN PROBLEM AREAS IN TEACHING TRAINABLE CHILDREN--(1) INDIVIDUAL AND GROUP CONTROL, (2) MOTIVATING THE CHILDREN TO START AND CONTINUE WORKING, (3) BUILDING UP A SENSE OF PERSONAL WORTH IN THE CHILDREN, (4) STRUCTURING OR GUIDING THE LEARNING, (5) ENCOURAGING COOPERATIVE INTERPERSONAL INTERACTION, (6) PROVIDING FOR A MIND-SET OR ATTENTION, AND (7) DRAWING "FROM" THE CHILDREN (AS OPPOSED TO "POURING IN"). THE PATTERNING OF TEACHING TECHNIQUES NEEDS MORE STUDY. PROBLEM AREAS IN TEACHING SHOULD BE FURTHER CLARIFIED, INCLUDING STUDY OF THE APPLICABILITY OF THE SEVEN CLUSTERS DEFINED IN THIS STUDY TO OTHER TYPES OF CLASSES. FURTHER INVESTIGATION IS NEEDED TO DISCOVER WHICH TEACHING TECHNIQUES WOULD PRODUCE THE BEST RESULTS IN EACH OF THE PROBLEM AREAS. (GC)

ED 002 784 24

FLORIDA STUDY OF TEACHER EDUCATION, AN EVALUATION OF THE PRESERVICE PROGRAM.
BY- WHITE, C. KELLEY, J.T.
FLORIDA UNIV., GAINESVILLE, COLL. OF EDUCATION
REPORT NUMBER CRP-156 PUB DATE 58
FLORIDA ST. DEPT. OF EDUCATION, TALLAHASS
EDRS PRICE MF-$0.18 HC-$3.88 97P.

DESCRIPTORS- *PRESERVICE EDUCATION, *STUDENT TEACHERS, *TEACHER ATTITUDES, *TEACHER BACKGROUND, *TEACHING QUALITY, FLORIDA, GAINESVILLE, STATISTICAL ANALYSIS, TALLAHASSEE, TEACHER EDUCATION,

HOW TEACHERS FEEL ABOUT THEIR PRESERVICE EDUCATION WAS EXPLORED. INFORMATION WAS GATHERED FROM APPROXIMATELY 3,000 TEACHERS WHO TAUGHT FOR THE FIRST TIME DURING THE 1954-55 SCHOOL YEAR. DATA GATHERED INCLUDED EVALUATION OF THEIR OWN PRESERVICE PROGRAMS BY THE TEACHERS AND AN EVALUATION BY PRINCIPALS OF HOW WELL THIS PROGRAM EQUIPPED THE TEACHERS FOR THEIR JOBS. THESE DATA WERE, IN PART, CONVERTED TO NUMERICAL VALUES AND ANALYZED STATISTICALLY. AMONG THE GROUPS COMPARED WERE--(1) TEACHERS WHO RECEIVED PRESERVICE TRAINING IN THE STATE AND THOSE TRAINED OUTSIDE, (2) TEACHERS WORKING ON THE ELEMENTARY AND ON THE SECONDARY LEVELS, (3) THOSE HAVING DIFFERENT LENGTHS OF EXPERIENCE, (4) THOSE WHO ARE FULLY CERTIFIED AND THOSE WHO ARE NOT, AND (5) THOSE HAVING 4 YEARS OF TRAINING AS COMPARED WITH THOSE HAVING 5 YEARS OF TRAINING. IT WAS FOUND THAT MOST OF THE BEGINNING TEACHERS WHO ARE ISSUED TEMPORARY CERTIFICATES HAVE DEFICIENCES IN PROFESSIONAL PREPARATION. INSTITUTIONS PREPARING TEACHERS SHOULD MOVE AS RAPIDLY AS POSSIBLE TOWARD A 5-YEAR PROGRAM OF PREPARATION. THIS NEED NOT BE CONTINUOUS STUDY, BUT MAY PROVIDE A FEW YEARS OF INITIAL TEACHING BEFORE THE FIFTH YEAR IS COMPLETE. INSTITUTIONS AND COOPERATING PUBLIC SCHOOLS SHOULD INSIST THAT THE INTERNSHIP OR STUDENT-TEACHING EXPERIENCE BE CARRIED OUT UNDER THE MOST FAVORABLE CIRCUMSTANCES. THIS APPEARS TO BE THE MOST IMPRESSIVE PART OF THE PRESERVICE PROGRAM. (GC)

ED 002 785 24
REACTIONS TO TEACHERS BY STUDENTS, PARENTS, AND ADMINISTRATORS.
BY- BRYAN, ROY C.
WESTERN MICHIGAN UNIV., KALAMAZOO
REPORT NUMBER CRP-668 PUB DATE 63
EDRS PRICE MF-$0.18 HC-$2.40 60P.

DESCRIPTORS- *EFFECTIVE TEACHING, *STUDENT OPINION, *STUDENT REACTION, *TEACHER EVALUATION, *TEACHERS, ADMINISTRATOR ATTITUDES, KALAMAZOO, MICHIGAN, PARENT ATTITUDES, STUDENT ATTITUDES, TEACHER CHARACTERISTICS,

THE EFFECTS OF STUDENT REACTIONS TO TEACHERS ON PARENTS' AND ADMINISTRATORS' JUDGMENT OF TEACHERS AND ON OVERALL TEACHER EFFECTIVENESS WERE STUDIED. IN ADDITION, THE RELATIONSHIP BETWEEN STUDENT ACHIEVEMENT AND TEACHER RATINGS BY ADMINISTRATORS AND STUDENTS WAS EXAMINED WITH RESPECT TO HIGH SCHOOL CHEMISTRY CLASSES. AN ABUNDANCE OF DATA WAS OBTAINED FROM QUESTIONNAIRES COMPLETED BY APPROXIMATELY 1,000 ADMINISTRATORS, PARENTS, TEACHERS, AND STUDENTS. THE FOLLOWING CONCLUSIONS WERE BASED ON THE DATA AS IT WAS PRESENTED--(1) THE IMAGE OF A TEACHER HELD BY STUDENTS USUALLY HAD MUCH IN COMMON WITH THE IMAGE HELD BY ADMINISTRATORS AND PARENTS, (2) THE OPINIONS ONE STUDENT GROUP HELD OF A CERTAIN TEACHER WAS USUALLY VERY SIMILAR TO THOSE OTHER PEER GROUPS HAD, AND INDIVIDUAL TEACHER IMAGES TENDED TO PERSIST IN SUCCEEDING YEARS, AND (3) NO SIGNIFICANT CORRELATION WAS FOUND BETWEEN TEACHER RATINGS OF STUDENTS OR ADMINISTRATORS AND STUDENT GAINS AS FAR AS SUBJECT MATTER LEARNED (SAMPLE CHEMISTRY CLASSES WERE USED FOR THIS STUDY), BUT HIGH CORRELATION WAS FOUND BETWEEN TEACHER PRESTIGE WITH STUDENTS AND DEVELOPMENT OF INTEREST IN AND LIKING FOR THE SUBJECT OF CHEMISTRY. IT WAS RECOMMENDED THAT STUDENT-REACTION REPORTS SHOULD RECEIVE WIDER USAGE IN FUTURE HIGH SCHOOL ACTIVITIES. (JH)

ED 002 786 24
BARRIERS TO COLLEGE ATTENDANCE.
BY- STROUP, FRANCIS ANDREW, DEAN C.
SOUTHERN STATE COLLEGE, MAGNOLIA, ARK.
REPORT NUMBER CRP-008 PUB DATE MAY 59
EDRS PRICE MF-$0.27 HC-$5.96 149P.

DESCRIPTORS- *COLLEGE ATTENDANCE, *ECONOMIC STATUS, *FAMILY INFLUENCE, *RURAL URBAN DIFFERENCES, *STUDENT INTERESTS, AMERICAN COUNCIL ON EDUCATION (ACE) PSYCHOLOGICAL EXAMINATION, ARKANSAS, COLLEGE PLANNING, COMPARATIVE STATISTICS, CURRICULUM EVALUATION, ECONOMIC DISADVANTAGEMENT, MAGNOLIA, QUESTIONNAIRES, SOCIOECONOMIC INFLUENCES, TALENTED STUDENTS,

OBJECTIVES OF THE STUDY WERE TO DETERMINE THE NUMBER OF COLLEGE-ABILITY HIGH SCHOOL SENIORS IN ARKANSAS WHO DO NOT CONTINUE THEIR EDUCATION, AND TO WHAT EXTENT RURAL-URBAN BACKGROUNDS, SOCIOECONOMIC FACTORS, AND INDIVIDUAL MOTIVATIONS ARE RELATED TO STUDENTS' EDUCATIONAL AND OCCUPATIONAL PLANS. THE STUDENTS GRADUATING IN 1957 WHO ACHIEVED A SELECTED LEVEL OR ABOVE IN THE ACE PSYCHOLOGICAL EXAMINATION FORMED THE BASIC POPULATION. APPROXIMATELY 15,000 HIGH SCHOOL SENIORS WERE ASKED TO REPLY TO A QUESTIONNAIRE CONCERNING THEIR PLANS FOR FURTHER EDUCATION AND RELATED FACTORS. A FOLLOWUP WAS MADE TO DETERMINE HOW MANY OF THE 1957 GRADUATES WENT ON TO COLLEGE. QUESTIONNAIRE DATA WERE ANALYZED TO IDENTIFY FACTORS WHICH WERE INVOLVED IN EDUCATIONAL AND OCCUPATIONAL PLANS AND WHICH DIFFERENTIATED BETWEEN THE HIGH-ABILITY STUDENTS WHO GO ON TO COLLEGE AND THOSE WHO DO NOT. THE EXTENT TO WHICH ARKANSAS SENIORS PLANNED TO ATTEND AND DID ATTEND COLLEGE WAS SOMEWHAT DISAPPOINTING. WHILE 45 PERCENT OF THE RESPONDENTS, IN APRIL, INDICATED PLANS FOR ATTENDING COLLEGE, ONLY 28 PERCENT WERE ACTUALLY ENROLLED IN COLLEGE THE FOLLOWING FALL SEMESTER. GENERAL RECOMMENDATIONS FOR IMPROVEMENT OF CURRENT HIGH SCHOOL PROGRAMS ARE INCLUDED. (JH)

ED 002 787 24
BLOCK TEACHING PROJECT, INTEGRATING HUMANITIES AND SOCIAL SCIENCE, FINAL REPORT.
BY- KREISMAN, ARTHUR
SOUTHERN OREGON COLLEGE, ASHLAND
REPORT NUMBER CRP-009 PUB DATE 59
CONTRACT OEC-009-6914
EDRS PRICE MF-$0.18 HC-$5.16 129P.

DESCRIPTORS- *COURSE ORGANIZATION, *CURRICULUM ENRICHMENT, *HUMANITIES INSTRUCTION, *INTEGRATED CURRICULUM, *SOCIAL SCIENCES, ACHIEVEMENT RATINGS, ASHLAND, CULTURAL EDUCATION, GROUP INSTRUCTION, LEARNING MOTIVATION, OREGON, POST TESTING, PRETESTING, STATISTICAL STUDIES, TEST RESULTS,

A BLOCK TEACHING PROJECT BRINGING TOGETHER 100 STUDENTS AND 7 FACULTY MEMBERS, COVERING 6 AREAS OF SUBJECT MATTER FOR A TOTAL OF 12 CREDIT HOURS PER QUARTER FOR 3 QUARTERS, WAS SET UP. THE SUBJECT MATTER WAS MADE UP OF HISTORY OF WESTERN CIVILIZATION (3 CREDIT HOURS PER QUARTER), WORLD LITERATURE (3 CREDIT HOURS PER QUARTER), ENGLISH COMPOSITION (3 CREDIT HOURS PER QUARTER), ART APPRECIATION (1 CREDIT HOUR PER QUARTER), MUSIC HISTORY AND APPRECIATION (1 CREDIT HOUR PER QUARTER), AND SPEECH (1 CREDIT HOUR PER QUARTER). THE SUBJECT MATTER WAS CORRELATED INTO 3 4-HOUR BLOCKS OF INSTRUCTION PER WEEK. THIS INTEGRATED AND CORRELATED BLOCK METHOD WAS USED TO DEMONSTRATE THAT THE ABOVE SUBJECT MATTER COULD BE TAUGHT AS EFFICIENTLY IN 12 SECTIONS AS UNDER THE TRADITIONAL SYSTEM WHICH TOOK 17 SECTIONS PER HUNDRED STUDENTS. THIS APPROACH ELIMINATED FIVE SECTIONS OR THE WORK OF ONE FULL-TIME FACULTY MEMBER. IN A PERIOD OF RISING ENROLLMENTS, RISING COSTS, AND FACULTY SHORTAGES THIS PROJECT WAS OF SPECIAL SIGNIFICANCE, PROMISING MATERIAL AID IN THREE KEY AREAS. THIS PROGRAM ALLOWS FOR COVERAGE OF ALL REQUIRED COURSES WITHOUT UNDUE HARDSHIP. PROGRAM TEST RESULTS POINTED OUT THAT THE TWO GROUPS COMPARED, BLOCK AND CONTROL, WERE COMPARABLE. ON THE BASIS OF COVARIANCE ANALYSIS OF THE ACHIEVEMENT TEST SCORES OF BOTH GROUPS, THE RESEARCHERS CONCLUDED THAT THE USE OF THE BLOCK METHOD DOES NOT RESULT IN EDUCATIONAL LOSS. RESULTS SHOW THAT THERE IS NO SIGNIFICANT DIFFERENCE BETWEEN THESE TWO GROUPS ON THE ACHIEVEMENT TESTS, WITH THE EXCEPTION OF THE MEDIUM GROUP FINE ARTS TEST, IN WHICH THE RESULTS HEAVILY FAVOR THE BLOCK GROUP. INDEED, ALL RESULTS WHICH EVEN BEGIN TO APPROACH SIGNIFICANCE ARE IN THE FAVOR OF THE BLOCK GROUP. IT WAS CONCLUDED THAT SINCE THERE WAS AN ADMINISTRATIVE ADVANTAGE IN THE USE OF THE BLOCK METHOD, IT IS EDUCATIONALLY DEFENSIBLE TO INSTITUTE THAT METHOD. (JH)

ED 002 788 24

A PROGRAM OF EDUCATION FOR ALASKAN NATIVES.
BY- RAY, CHARLES K.
ALASKA UNIVERSITY, COLLEGE
REPORT NUMBER CRP-011 PUB DATE 58
EDRS PRICE MF-$0.45 HC-$12.48 312P.

DESCRIPTORS- *EDUCATIONAL PROGRAMS, *INTERGROUP EDUCATION, *RURAL SCHOOL SYSTEMS, ADULT STUDENTS, ALASKA, ALASKAN NATIVES, COLLEGE, EDUCATIONAL ATTITUDES, EDUCATIONAL BACKGROUND, EDUCATIONAL CHANGE, EDUCATIONAL FACILITIES, EDUCATIONAL IMPROVEMENT, FAMILY INFLUENCE, FEDERAL PROGRAMS, TEACHER QUALITY, TESTING PROGRAMS,

THE MAJOR OBJECTIVE OF THIS STUDY WAS TO DEVELOP A PROGRAM OF EDUCATION FOR THE NATIVE PEOPLES OF ALASKA (INDIAN AND ESKIMO) WHICH WILL ENCOURAGE AND ENABLE THEM TO PARTICIPATE IN THE LIFE OF ALASKA ON A SELF-SUSTAINING AND SELF-RESPECTING BASIS. THIS STUDY BEGAN WITH AN EXAMINATION OF OFFICIAL MEMORANDUMS, STUDY GUIDES, AND OTHER LITERATURE PERTAINING TO NATIVE EDUCATION WHICH ARE CONTAINED IN THE FILES OF THE TERRITORIAL DEPARTMENT OF EDUCATION AND THE CENTRAL OFFICE OF THE ALASKA NATIVE SERVICE AT JUNEAU. INFORMATION WAS GATHERED BY SAMPLING THE OPINIONS OF NATIVE ADULTS TO IDENTIFY ATTITUDES AND ASPIRATIONS HELD BY PARENTS CONCERNING THE EDUCATION OF THEIR CHILDREN. ADDITIONAL DATA UTILIZED INCLUDED ACHIEVEMENT TEST RESULTS OF NATIVE CHILDREN ATTENDING THE BUREAU OF INDIAN AFFAIRS AND TERRITORIAL SCHOOLS, ANTHROPOLOGICAL STUDIES OF ALASKAN NATIVES, AND INTERVIEWS WITH LEADERS, BOTH NATIVE AND OTHER, WHO ARE FAMILIAR WITH EDUCATIONAL PROBLEMS IN ALASKA. THE STUDY INCLUDED EDUCATION ON THREE LEVELS--ELEMENTARY, SECONDARY, AND HIGHER. AN ENORMOUS GAP IN THE EDUCATION AND ECONOMIC WELL-BEING STILL EXISTS BETWEEN NATIVES AND NON-NATIVES. IT WAS CONCLUDED THAT THE IMMEDIATE INSTRUCTIONAL PROGRAM MUST BE PLANNED TO ACCOUNT FOR THE ENORMOUS DIFFERENCES IN THE BACKGROUNDS, VALUES, AND ORIENTATION OF THE NATIVE STUDENTS. THE LONG-RANGE OBJECTIVES OF THE SCHOOLS MUST BE POINTED TOWARD AN EVENTUAL COMMON EDUCATION FOR ALL. (GC)

ED 002 789 24

LANGUAGE ACHIEVEMENTS OF MENTALLY RETARDED CHILDREN.
BY- DURRELL, DONALD D. SULLIVAN, HELEN B.
BOSTON UNIV., MASS.
REPORT NUMBER CRP-014 PUB DATE 58
EDRS PRICE MF-$0.09 HC-$1.48 37P.

DESCRIPTORS- *COMPARATIVE ANALYSIS, *LANGUAGE DEVELOPMENT, *LANGUAGE INSTRUCTION, *MENTAL RETARDATION, *RETARDED CHILDREN, ACHIEVEMENT TESTS, BOSTON, EDUCATIONAL RESEARCH, LISTENING SKILLS, MASSACHUSETTS, READING ACHIEVEMENT, REMEDIAL INSTRUCTION, SPEAKING SKILLS, WRITING SKILLS,

THE OBJECTIVES OF THE STUDY WERE--(1) TO DISCOVER VARIATIONS IN LANGUAGE ACHIEVEMENTS OF CHILDREN AT DIFFERENT LEVELS OF MENTAL RETARDATION, (2) TO DISCOVER "OPEN CHANNELS" FOR CURRENT EDUCATION OF THESE CHILDREN, (3) TO CHART THE FREQUENCY OF SPECIFIC DIFFICULTIES IN THE INTAKE AND OUTPUT IDEAS THROUGH LANGUAGE, AND (4) TO IDENTIFY LANGUAGE WEAKNESSES WHICH USUALLY RESPOND RAPIDLY TO REMEDIAL INSTRUCTION. A SERIES OF STANDARD AND CLINICAL TESTS OF LISTENING, READING, SPEAKING, AND WRITING WERE ADMINISTERED TO 209 CHILDREN IN CLASSES FOR THE MENTALLY RETARDED. THESE INCLUDED 67 CHILDREN IN PRIMARY GRADE CLASSES AND 142 CHILDREN IN INTERMEDIATE GRADE CLASSES. LISTENING COMPREHENSION WAS FOUND TO BE THE BEST LANGUAGE CHANNEL FOR LEARNING. AMONG THE PRIMARY GRADE MENTALLY RETARDED, LISTENING COMPREHENSION WAS CONSISTENTLY HIGHER THAN WOULD BE EXPECTED FROM THE MENTAL AGES OF THE CHILDREN. READING ABILITY IS LOWER THAN WOULD BE EXPECTED FOR MENTAL AGE, MARKEDLY BELOW THE LEVEL OF LISTENING COMPREHENSION. INFORMAL TESTS AND OBSERVATIONS SHOWED PRIMARY GRADE CHILDREN TO BE FAIRLY COMPETENT IN SPEAKING AND ORAL RECALL. INTERMEDIATE GRADE CHILDREN DID NOT SHOW THE ADVANCE IN SPEECH COMPETENCE THAT WOULD NORMALLY BE EXPECTED. THE LISTENING COMPREHENSION OF THESE CHILDREN INDICATES A POWER TO HANDLE IDEAS THROUGH LANGUAGE MUCH ABOVE THE EXPECTATIONS FROM MENTAL AGE RESULTS. AN ENRICHED AND SYSTEMATIC PROGRAM IN THE VARIOUS LANGUAGE SKILLS SHOULD PRODUCE MARKED GAINS. (JM)

ED 002 790 24

REFINEMENT OF A NONVERBAL MEASURE THAT CAN BE USED WITH NONREADERS, SLOW LEARNERS, AND MENTALLY RETARDED CHILDREN.
BY- KVARACEUS, WILLIAM C.
BOSTON UNIV., MASS.
REPORT NUMBER CRP-015 PUB DATE 60
EDRS PRICE MF-$0.18 HC-$4.40 110P.

DESCRIPTORS- *DELINQUENT IDENTIFICATION, *INTELLIGENCE TESTS, *MENTAL RETARDATION, *RETARDED CHILDREN, *SLOW LEARNERS, BEHAVIOR DEVELOPMENT, BOSTON, JUNIOR HIGH SCHOOLS, KD PRONENESS SCALE, MASSACHUSETTS,

VALIDATION AND REFINEMENT WERE MADE OF A NONVERBAL GROUP MEASURE (KD PRONENESS SCALE) OF DELINQUENCY PRONENESS WHICH CAN BE USED WITH ALL CHILDREN INCLUDING NONREADERS, SLOW LEARNERS, AND THE MENTALLY RETARDED. BEFORE-AND-AFTER DATA WERE GATHERED ON A JUNIOR HIGH SCHOOL POPULATION, GRADES SEVEN TO NINE (N=2000) IN ONE CITY PUBLIC SCHOOL SYSTEM AND A SPECIAL CLASS SAMPLE FROM TWO COMMUNITIES (N=200). SUBJECTS WERE SHOWN 62 SETS OF PICTURES, AND ASKED TO INDICATE WHICH PICTURES THEY LIKED MOST AND LEAST. ALSO, BEHAVIORAL ADJUSTMENT DATA WERE GATHERED OVER A 30-MONTH PERIOD BY FIELDWORKERS. THE RELATIONSHIPS BETWEEN THE PREDICTION MEASURE OF PICTURES AND THE ADJUSTMENT CRITERIA WERE INVESTIGATED. THE NONVERBAL SCALE WAS KEYED ON THE BASIS OF AN ITEM ANALYSIS OF THE RESPONSES OF NONDELINQUENTS IN PUBLIC SCHOOLS COMPARED WITH INSTITUTIONALIZED DELINQUENTS IN SEVERAL STATE INSTITUTIONS. IN ADDITION, RELATIONSHIPS BETWEEN THE KD VERBAL SCALE, KD CHECK LIST, AND THE NONVERBAL SCALE WERE INVESTIGATED. THE REVISED NONVERBAL SCALE FAILED TO PASS THE RIGOROUS TESTS OF VALIDATION SET UP FOR EACH GRADE AND FOR THE VARIOUS GROUPS IN THE FORECASTING OF NORM-VIOLATING BEHAVIOR. IT WAS CONCLUDED THAT THE SCALE WAS NOT ACCEPTABLE AS A FUNCTIONALLY USEFUL INSTRUMENT THAT COULD BE INCORPORATED EASILY OR READILY IN A SCHOOL-COMMUNITY DELINQUENCY PREVENTION PROGRAM. (JL)

ED 002 791 24

A STUDY OF THE STRUCTURE OF ATTITUDES OF PARENTS OF EDUCABLE MENTALLY RETARDED CHILDREN AND A STUDY OF A CHANGE IN ATTITUDE STRUCTURE, VOLUME 1.
BY- FLIEGLER, LOUIS A. HEBELER, JEAN
SYRACUSE UNIV., N.Y., RESEARCH INSTITUTE

REPORT NUMBER CRP-018-VOL. 1 PUB DATE 60
CONTRACT OEC-SAE-6408
EDRS PRICE MF-$0.90 HC-$23.52 588P.

DESCRIPTORS- *EDUCABLE MENTALLY HANDICAPPED, *MENTAL RETARDATION, *PARENT ATTITUDES, *PERSONALITY CHANGE, *RETARDED CHILDREN, COUNSELING PROGRAMS, NEW YORK, SYRACUSE,

ASSESSMENT OF ATTITUDES OF PARENTS OF EDUCABLE MENTALLY RETARDED CHILDREN AND THE EFFECTIVENESS OF ALTERING PARENTAL ATTITUDES THROUGH TIME SEQUENCES OF COUNSELING WERE MADE. THE PROJECT STUDIED 60 FATHERS AND 60 MOTHERS WHO WERE DIVIDED INTO 4 GROUPS, EACH GROUP CONSISTING OF 15 FATHERS AND 15 MOTHERS. ONE GROUP SERVED AS THE CONTROL GROUP, ONE GROUP RECEIVED INTENSIVE COUNSELING FOR 1 WEEK, ONE GROUP PARTICIPATED IN COUNSELING ONCE A MONTH FOR A 3-MONTH PERIOD, AND ONE GROUP PARTICIPATED IN COUNSELING FOR A 6-MONTH PERIOD. THE ATTITUDES OF PARENTS INVOLVED IN THE STUDY WERE MEASURED BY ATTITUDE TESTS, INTERVIEWS, AND PERSONALITY TESTS. TESTS WERE ADMINISTERED TO EACH PARENT BEFORE AND AFTER GROUP SESSIONS IN ORDER TO DETERMINE CHANGES IN ATTITUDE. (JL)

ED 002 792 24

APPLICATION OF MOWRER'S AUTISTIC THEORY TO THE SPEECH HABILITATION OF MENTALLY RETARDED PUPILS.
BY- RIGRODSKY, S. AND OTHERS
PURDUE UNIV., LAFAYETTE, IND.
REPORT NUMBER CRP-159 PUB DATE 58
EDRS PRICE MF-$0.27 HC-$6.84 171P.

DESCRIPTORS- *MENTAL RETARDATION, *REWARDS, *SPEECH IMPROVEMENT, *TEACHING TECHNIQUES, *THERAPEUTIC ENVIRONMENT, EDUCATIONAL EXPERIMENTS, INDIANA, LAFAYETTE, MOTIVATION, MOWRER'S AUTISTIC THEORY, SPEECH HANDICAPS, TAPE RECORDINGS, TEST INTERPRETATION, TEST RESULTS,

A SPEECH THERAPY METHOD FOR MENTAL RETARDATES WAS DEVELOPED AND EVALUATED. THE METHOD WAS BASED UPON THE ESTABLISHMENT OF FAVORABLE ASSOCIATIONS IN THE CHILD BETWEEN THE WORDS AND SOUNDS OF LANGUAGE AND THE PRODUCER OF THE LANGUAGE, USING STIMULUS-REWARD AND SITUATION-REWARD PRINCIPLES. TRADITIONAL METHODS OF SPEECH THERAPY WERE ADMINISTERED, ALONG WITH THE EXPERIMENTAL METHOD TO GATHER CROSS-COMPARATIVE STATISTICS. TAPE RECORDINGS WERE GATHERED OF STANDARD ARTICULATION TESTS ADMINISTERED TO THE SUBJECTS BEFORE AND AFTER THEIR EXPOSURE TO ONE OF THE SPEECH THERAPEUTIC METHODS. SUCH VARIABLES AS AGE, SEX, IQ, SOCIAL QUOTIENT, READING READINESS, AND THE EXTENT OF FAMILY INFLUENCE WERE CONSIDERED AND TESTED. FAVORABLE RESULTS WERE SHOWN BY POST-TESTING IN BOTH ARTICULATION IMPROVEMENT AND OVERALL BEHAVIOR OF SUBJECTS EXPOSED TO THE EXPERIMENTAL THERAPY WHEN CONTRASTED TO THE CONVENTIONAL THERAPEUTIC RESULTS. THE EXPERIMENTAL PROGRAM INCREASED THE WILLINGNESS OF THE RETARDATE TO COMMUNICATE AND, TO SOME EXTENT, THE MOTIVATION TO COMMUNICATE WELL. (JH)

ED 002 793 24

THE DROP-OUT PROBLEM IN IOWA HIGH SCHOOLS.
BY- VAN DYKE, L.A. HOYT, K.B.
IOWA UNIV., IOWA CITY, COLL. OF EDUCATION
REPORT NUMBER CRP-160 PUB DATE 58
IOWA STATE DEPT. OF PUBLIC INSTR., DES MOINES
EDRS PRICE MF-$0.18 HC-$3.88 97P.

DESCRIPTORS- *DROPOUT IDENTIFICATION, *DROPOUT PREVENTION, *DROPOUT RESEARCH, *DROPOUTS, *SCHOOL HOLDING POWER, DES MOINES, HIGH SCHOOLS, IOWA, IOWA CITY,

THE OBJECTIVES OF THE PROJECT WERE TO IDENTIFY THE CHARACTERISTICS OF DROPOUTS AND OF PUPILS WHO PERSIST IN SECONDARY SCHOOLS, AND TO IDENTIFY THE DIFFERENCES BETWEEN SCHOOLS WITH HIGH AND LOW HOLDING POWER. INFORMATION WAS GATHERED FROM APPROXIMATELY 73 SCHOOLS OR 10 PERCENT OF THE SECONDARY SCHOOLS IN IOWA. THE STUDY CONSIDERED THE INDIVIDUAL STUDENT'S INTELLIGENCE READING GRADE LEVEL, ACHIEVEMENT TEST SCORES, REPORT CARD GRADES, AND PARTICIPATION IN EXTRACURRICULAR ACTIVITIES. OTHER DATA PRESENTED SUCH ASPECTS OF THE SCHOOL PROGRAM AS SIZE, TEACHER LOAD, SCOPE AND NATURE OF CURRICULUM, MARKING AND PROMOTION POLICY, ACTIVITY PROGRAM, PROVISION FOR INDIVIDUAL DIFFERENCES, AND GUIDANCE AND COUNSELING SERVICES. SUCH PERSONAL CHARACTERISTICS OF YOUTH AS LOW INTELLIGENCE, LACK OF SCHOLASTIC SUCCESS, LOW ECONOMIC LEVEL OF FATHER'S OCCUPATION, PARENTAL LACK OF EDUCATION, AND LACK OF PARTICIPATION IN SCHOOL ACTIVITIES WERE FOUND TO BE POSITIVELY CORRELATED WITH WITHDRAWAL FROM HIGH SCHOOL. THE LARGER SCHOOLS HAVE A POORER HOLDING POWER. A GOOD GUIDANCE AND COUNSELING PROGRAM AND A CURRICULUM WHICH PROVIDES FOR DIFFERENCES IN ABILITY COULD DO MUCH TO OVERCOME THE FORCES THAT ARE INFLUENCING YOUTH TO LEAVE SCHOOL BEFORE GRADUATION. (GC)

ED 002 794 24

HOW CAN READING BE TAUGHT TO EDUCABLE ADOLESCENTS WHO HAVE NOT LEARNED TO READ.
BY- BOYLE, RUTH C.
NEWARK STATE COLLEGE, UNION, N.J.
REPORT NUMBER CRP-162 PUB DATE 59
CONTRACT OEC-SAE-6903
EDRS PRICE MF-$0.27 HC-$7.36 184P.

DESCRIPTORS- *ADOLESCENTS, *BEGINNING READING, *MENTAL RETARDATION, *READING IMPROVEMENT, BACKGROUND, COMPARATIVE ANALYSIS, EDUCABLE MENTALLY HANDICAPPED, EXPERIMENTAL PROGRAMS, LEARNING EXPERIENCES, NEW JERSEY, READING INSTRUCTION, READING LEVELS, READING READINESS, TEACHING METHODS, UNION,

A READING PROGRAM WAS STUDIED AND TESTED FOR MENTALLY RETARDED ADOLESCENTS WHO READ SIGNIFICANTLY BELOW EXPECTANCY. THIS REPORT REFLECTS AN ORIGINAL ATTEMPT TO DEVELOP AN EXPERIMENTAL PROGRAM ONLY FOR THOSE EDUCABLES WHO HAVE NOT LEARNED TO READ. THIS PLAN WAS DISCONTINUED WHEN PRELIMINARY SCREENING REVEALED ONLY A FEW NONREADERS AMONG THE COMMUNITY AREAS CHOSEN FOR THE STUDY. THE INVESTIGATION COVERED THE FOLLOWING AREAS--(1) AN INVESTIGATION OF BACKGROUND FACTORS RELATING TO READING ACHIEVEMENT, (2) AN INQUIRY INTO LEVELS OF READING EXPECTANCY FOR EDUCABLES, INCLUDING THE KINDS AND AMOUNT OF READING WHICH MIGHT BE NEEDED, AND (3) AN EXPERIMENT WITH READING METHODS, MATERIALS, AND PROCEDURES. THE PROGRAM EMPHASIZED READING THROUGH THE EXPERIENCE-METHOD APPROACH WHICH MAKES USE OF INDIVIDUAL INTERESTS AND EXPERIENCES IN PRACTICAL AND MEANINGFUL WAYS THROUGHOUT THE

SCHOOL DAY. TRADITIONAL AND SEMI-EXPERIENCE APPROACHES WERE ALSO USED TO MAKE A COMPARATIVE STUDY. PROGRAM RESULTS GAVE EVIDENCE THAT EDUCABLES ARE CAPABLE OF HIGHER ACHIEVEMENT WHEN APPROPRIATE EMPHASIS IS PLACED ON A SPECIFIC ACADEMIC AREA SUCH AS READING. IT WAS THE EMPHASIS ITSELF THAT SEEMED IMPORTANT TO READING PROGRESS, NOT THE PARTICULAR METHODS THROUGH WHICH EMPHASIS WAS APPLIED. (JH)

ED 002 795 24

A STUDY OF THE RELATIVE EFFECTIVENESS OF DIFFERENT APPROACHES OF SPEECH TRAINING FOR MENTALLY RETARDED CHILDREN.
BY- LASSERS, LEON LOW, GORDON
SAN FRANCISCO STATE COLL., CALIF.
REPORT NUMBER CRP-165 PUB DATE 60
CONTRACT OEC-SAE-6904
EDRS PRICE MF-$0.27 HC-$7.56 189P.

DESCRIPTORS- *CHILD DEVELOPMENT, *COMMUNICATION (THOUGHT TRANSFER), *MENTAL RETARDATION, *SPEECH IMPROVEMENT, ACHIEVEMENT TESTS, CALIFORNIA, COGNITIVE TESTS, DIAGNOSTIC TESTS (EDUCATION), EDUCATIONAL EXPERIMENTS, EVALUATION TECHNIQUES, LANGUAGE ENRICHMENT, SAN FRANCISCO, SAN FRANCISCO INVENTORY OF COMMUNICATIVE EFFECTIVENESS (SFICE), SENSORY EXPERIENCES, SPEECH INSTRUCTION,

SPEECH IMPROVEMENT TECHNIQUES FOR MENTAL RETARDATES WERE EXAMINED USING COMMUNICATION-CENTERED SPEECH THERAPY TO ENHANCE ARTICULATION AND GENERAL ORAL PRODUCTION AND TO IMPROVE SUCH RELATIONSHIP ATTRIBUTES AS COMMUNICATIVE INITIATIVE AND EASE IN SOCIAL SITUATIONS. A BATTERY OF TEST DEVICES WAS DEVELOPED, INCLUDING THE SAN FRANCISCO INVENTORY OF COMMUNICATIVE EFFECTIVENESS (SFICE) WHICH USES A COMMUNICATIVE ATTRIBUTES RATING SCALE AND A VERBAL OUTPUT SCALE, AN ARTICULATION PROFILE, AND A SOUND DISCRIMINATION TEST. TWO TYPES OF SPEECH TRAINING WERE USED IN THE STUDY--CONVENTIONAL THERAPY AND COMMUNICATION-CENTERED THERAPY. TESTS WERE ADMINISTERED TO EXPERIMENTAL SUBJECTS PRIOR TO AND AFTER THERAPY AND TO CONTROL SUBJECTS WHO RECEIVED NO THERAPY. CLINICAL EXPERIENCE GAINED DURING THE PROGRAM INDICATED THE EFFECTIVENESS OF COMMUNICATION-CENTERED SPEECH THERAPY, USING APPROACHES DUPLICATING REAL-LIFE EXPERIENCES RATHER THAN A DRILL-TYPE INSTRUCTIONAL APPROACH. HOWEVER, SINCE THIS STUDY WAS NOT DESIGNED TO SPECIFY AND TEST INDIVIDUAL PRINCIPLES AND TECHNIQUES OF COMMUNICATION-CENTERED SPEECH THERAPY, FURTHER STUDY OF THIS APPROACH IS RECOMMENDED IN WHICH ITS SPECIFIC FEATURES WILL BE MORE THOROUGHLY APPRAISED. (JH)

ED 002 796 24

THE EFFECTS OF A PRESCHOOL PROGRAM UPON YOUNG EDUCABLE MENTALLY RETARDED CHILDREN--VOLUME 1, MEASURABLE GROWTH AND DEVELOPMENT.
BY- FOURACRE, MAURICE H. AND OTHERS
COLUMBIA UNIV., NEW YORK, TEACHERS COLLEGE
REPORT NUMBER CRP-167-1 PUB DATE 62
CONTRACT OEC-SAE-6444
EDRS PRICE MF-$0.27 HC-$5.60 140P.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *CHILD DEVELOPMENT, *GROUP EXPERIENCE, *MENTAL RETARDATION, *PRESCHOOL PROGRAMS, *SOCIAL DEVELOPMENT, ACHIEVEMENT GAINS, CURRICULUM DEVELOPMENT, EDUCABLE MENTALLY HANDICAPPED, EDUCATIONAL EXPERIMENTS, IDENTIFICATION, INSTRUCTIONAL MATERIALS, LANGUAGE ABILITY, MEDICAL EVALUATION, NEW YORK, NEW YORK CITY, PARENT ATTITUDES, PSYCHOLOGICAL EVALUATION, TEACHER EVALUATION, TEACHING METHODS,

AN EXPERIMENTAL PROGRAM FOR EDUCABLE RETARDATES, AGES 4 TO 6 YEARS, WAS CONDUCTED TO STUDY THE EFFECTS OF PLANNED GROUP PARTICIPATION UPON INDIVIDUAL ADJUSTMENT, STRUCTURED TRAINING PROGRAMS UPON INDIVIDUAL LEARNING, THE PRECEDING TWO ACTIVITIES UPON LATER SCHOOL ADJUSTMENTS AND LEARNINGS, AND PARENTAL ATTITUDES UPON OVERALL CHILD DEVELOPMENT. THE OBJECTIVES OF THE PROGRAM WERE TO PRODUCE INFORMATION RELATING TO THE DEVELOPMENT OF TEACHING METHODS AND MATERIALS, HYPOTHESES REGARDING PATTERNS OF ACADEMIC GROWTH AND SOCIAL ACHIEVEMENTS, AND RECOMMENDATIONS FOR FURTHER RESEARCH IN PRESCHOOL EDUCATION FOR THE MENTALLY RETARDED. CHILDREN WERE DIVIDED INTO EXPERIMENTAL AND CONTROL GROUPS, AND STATISTICAL DATA WERE OBTAINED FROM A CROSS-SECTIONAL, LONGITUDINAL MATRIX OF PHYSICAL EXAMINATIONS, SOCIAL CASE WORK, SPEECH AND DRAWING RECORDS, AND OTHER CLASSROOM REPORTS AND OBSERVATIONS. EARLY IDENTIFICATION TECHNIQUES, PRESERVICE AND INSERVICE EDUCATIONAL PROGRAMS, UNDERSTANDINGS OF SOCIOECONOMIC AND MEDICAL BACKGROUNDS, AND TESTING RESEARCH ARE DISCUSSED IN SUMMARIES OF PROJECT IMPLICATIONS AND RECOMMENDATIONS. (JH)

ED 002 797 24

THE EFFECTS OF A PRESCHOOL PROGRAM UPON YOUNG EDUCABLE MENTALLY RETARDED CHILDREN--VOLUME 1, THE EXPERIMENTAL PRESCHOOL CURRICULUM.
BY- FOURACRE, MAURICE H. AND OTHERS
COLUMBIA UNIV., NEW YORK, TEACHERS COLLEGE
REPORT NUMBER CRP-167-2 PUB DATE 62
CONTRACT OEC-SAE-6444
EDRS PRICE MF-$0.45 HC-$12.48 312P.

DESCRIPTORS- *CHILD DEVELOPMENT, *EXPERIMENTAL CURRICULUM, *GROUP EXPERIENCE, *MENTAL RETARDATION, *PRESCHOOL PROGRAMS, CREATIVE EXPRESSION, CURRICULUM DEVELOPMENT, EDUCABLE MENTALLY HANDICAPPED, EMOTIONAL DEVELOPMENT, IMAGINATION, INTELLECTUAL DEVELOPMENT, MANIPULATIVE MATERIALS, METHODOLOGY, NEW YORK, PHYSICAL DEVELOPMENT, SELF HELP PROGRAMS, SOCIAL DEVELOPMENT, TEACHING METHODS,

THIS CURRICULUM REPORT DESCRIBES A SPECIAL EDUCATION PROGRAM FOR EDUCABLE PRESCHOOL RETARDATES TOGETHER WITH AN ACCOUNT OF ITS DEVELOPMENT IN EXPERIMENTAL CLASSES OF NEW YORK CITY. THE SETTING AND PROCESS OF THE DEVELOPMENTAL CURRICULUM, THE CURRICULUM GUIDE AND ITS IMPLEMENTATION, AND THE OBSERVED BEHAVIOR AND GROWTH OF THE PARTICIPATING CHILDREN ARE DISCUSSED IN DETAIL. DEVELOPMENTAL ASPECTS OF CURRICULAR PROGRAMING INCLUDED THE FOLLOWING CLASSROOM ACTIVITIES--INTELLECTUAL, CREATIVE AND IMAGINATIVE, SOCIAL, EMOTIONAL, MANIPULATIVE, MOTOR, AND SELF-HELP PROJECTS. THE STUDY HAD A CROSS-SECTIONAL, LONGITUDINAL OVERLAP TYPE OF DESIGN IN WHICH A NEW GROUP WAS BROUGHT INTO THE EXPERIMENTAL SITUATION EACH YEAR FOR THREE REGULAR SCHOOL TERMS. FROM A GENERAL POINT OF VIEW, THESE CHILDREN MANIFESTED UNANTICIPATED GROWTH IN ATTENDING TO THEIR ASSIGNED TASKS. FURTHER STUDY IS SUGGESTED FOR THE SITUATIONAL VARIABLES OF TIME, THE ACTION AND ITS ELEMENTS, AND PERSONAL RESOURCES OF BOTH THE CHILD AND THE ADULT IN THE PROCESS OF INCREASING

ATTENTION SPAN AND IMPROVING WORK HABITS. (JH)

ED 002 798 24

AN EVALUATION OF EDUCATING MENTALLY HANDICAPPED CHILDREN IN SPECIAL CLASSES AND IN REGULAR CLASSES.
BY- THURSTONE, THELMA GWINN
NORTH CAROLINA UNIV., CHAPEL HILL,SCH.OF EDUC.
REPORT NUMBER CRP-168 PUB DATE 59
CONTRACT OEC-SAE-6452
EDRS PRICE MF-$0.36 HC-$10.36 259P.

DESCRIPTORS- *CHILD DEVELOPMENT, *CLASS ORGANIZATION, *COMPARATIVE ANALYSIS, *MENTAL RETARDATION, *TEACHING METHODS, ACADEMIC ACHIEVEMENT, CHAPEL HILL, EDUCABLE MENTALLY HANDICAPPED, INTELLECTUAL DEVELOPMENT, NORTH CAROLINA, PHYSICAL DEVELOPMENT, SCHOOL ENVIRONMENT, SOCIAL DEVELOPMENT, SPECIAL CLASSES,

AN EVALUATION AND OBJECTIVE COMPARISON WAS MADE BETWEEN THE PROGRESS OF YOUNG MENTAL RETARDATES IN REGULAR CLASSROOMS WITH THE PROGRESS OF PEERS IN SPECIAL CLASSES. THE BASIS OF COMPARISON OF THE TWO TEACHING METHODS INCLUDED MENTAL DEVELOPMENT, PROGRESS IN REGULAR SCHOOL SUBJECTS, ACHIEVEMENT TOWARD OTHER EDUCATIONAL GOALS, SOCIAL ADJUSTMENT INSIDE AND OUTSIDE THE CLASSROOM, AND PHYSICAL GROWTH AND COORDINATION. THESE PROBLEMS WERE STUDIED IN A LARGE NUMBER OF DIFFERENT SCHOOL ENVIRONMENTS, INCLUDING RURAL SCHOOLS AND LARGE AND SMALL CITY SCHOOL UNITS. WHEN THE STUDY WAS CONCLUDED AND ALL DATA WERE ANALYZED, OVERALL SOCIAL AND PHYSICAL PROGRESS SEEMED TO FAVOR THE SPECIAL CLASSES. HOWEVER, THE RESULTS SHOWED THAT THE SUBJECTS DID BETTER ACADEMIC WORK IN A REGULAR CLASSROOM THAN THOSE WHO WERE PLACED IN A SPECIAL CLASS. EXPLANATIONS FOR THIS FACT ARE OFFERED. (JH)

ED 002 799 24

AN EXPLORATORY STUDY OF FACTORS INFLUENCING THE CHOICE OF COLLEGE TEACHING AS A CAREER.
BY- STECKLEIN, JOHN E. ECKERT, RUTH E.
MINNESOTA UNIV., MINNEAPOLIS
REPORT NUMBER CRP-169 PUB DATE JAN 58
EDRS PRICE MF-$0.18 HC-$4.84 121P.

DESCRIPTORS- *CAREER CHOICE, *COLLEGE INSTRUCTION, *FACULTY EVALUATION, *MOTIVATION, *TEACHING, CAREER PLANNING, FACTOR ANALYSIS, INTERVIEWS, MINNEAPOLIS, MINNESOTA, PERSONALITY ASSESSMENT, QUESTIONNAIRES, TEACHER BACKGROUND, TEACHER QUALIFICATIONS,

INFORMATION REGARDING A SELECTED GROUP OF COLLEGE STUDENTS WAS GATHERED TO HELP DETERMINE THE DECISIONS WHICH INFLUENCED THEIR CAREER CHOICE. A QUESTIONNAIRE WAS COMPLETED BY ABOUT 700 PERSONS, PROVIDING INFORMATION ABOUT FAMILY BACKGROUND, PREVIOUS EXPERIENCE, PRESENT POSITION, AND REASONS FOR ENTERING COLLEGE TEACHING. ABOUT 10 PERCENT OF THESE TEACHERS, SELECTED AT RANDOM, WERE ALSO INTERVIEWED TO PROVIDE A GREATER DEPTH OF INFORMATION. BOTH MEANS OF INQUIRY WERE DESIGNED SO THAT THE VARIOUS ANSWERS COULD BE USED TO DEVELOP SOME METHOD FOR IDENTIFYING PERSONALITY AND BACKGROUND FACTORS WHICH INFLUENCE QUALIFIED PERSONS TO ENTER COLLEGE TEACHING AND TO PROVIDE A COMPREHENSIVE PICTURE THAT WOULD BE USEFUL IN PLANNING A NATIONWIDE STUDY OF MOTIVATIONS FOR COLLEGE TEACHING. ALTHOUGH LIMITED TO THE TEACHERS IN ONE STATE, THIS PROGRAM AIMED AT REFINING TECHNIQUES AND DISCOVERING RELATIONSHIPS THAT COULD BE SYSTEMATICALLY EXPLORED IN LATER EFFORTS. MAJOR FINDINGS WERE RELATIVELY SIGNIFICANT. HOWEVER, FURTHER STUDY WAS RECOMMENDED TO COVER A WIDER AREA INCLUDING SUCH SUBJECTS AS WHY INDIVIDUALS MAY OR MAY NOT SELECT THE COLLEGE TEACHING FIELD AND HOW TO IMPROVE THE TEACHING ENVIRONMENT AND EDUCATIONAL SATISFACTIONS OF THE PERSONS WHO DO MAKE COLLEGE TEACHING THEIR CHOICE. (JH)

ED 002 800 24

TERMINOLOGY AND CONCEPTS IN APPRAISING THE MENTALLY RETARDED.
BY- LORGE, IRVING AND OTHERS
COLUMBIA UNIV., NEW YORK, TEACHERS COLLEGE
REPORT NUMBER CRP-170 PUB DATE 58
CONTRACT OEC-SAE-6460
EDRS PRICE MF-$0.27 HC-$5.52 138P.

DESCRIPTORS- *ACADEMICALLY HANDICAPPED, *EDUCATIONAL RETARDATION, *MENTAL RETARDATION, ACADEMIC ACHIEVEMENT, ILLITERACY, INTELLIGENCE QUOTIENT, NEW YORK, SLOW LEARNERS,

THE OBJECTIVE OF THIS STUDY WAS TO MINIMIZE THE VARIABILITY IN LEGAL AND EDUCATIONAL CLASSIFICATION OF THE MENTALLY RETARDED. A SYSTEMATIC REVIEW WAS MADE OF THE SEMANTIC VARIATIONS IN THE DEFINITION OF THE MENTALLY RETARDED IN TERMS OF FUNCTIONAL ADEQUACY FOR EDUCATION, TRAINING, OR CUSTODIAL CARE. THE METHOD INVOLVED THE REVIEW OF STATUTES AND REGULATIONS ABOUT THE CLASSIFICATION AND EDUCATION OF THE MENTALLY RETARDED, A SURVEY OF PROCEDURES USED IN THEIR CLASSIFICATION, AND AN EXAMINATION OF PUBLISHED SOURCES FOR NAMES USED IN THEIR CLASSIFICATION. ON THE BASIS OF THE PRESENT REVIEW OF LITERATURE, A TENTATIVE MULTIDIMENSIONAL SYSTEM FOR THE DEFINITION OF TERMS HAS BEEN DEVELOPED. THE PROPOSED SYSTEM CONSISTS OF A NUMBER OF DIMENSIONS CONCERNED WITH ETIOLOGY FUNCTIONING, STATUS, AND PROGNOSIS. EACH DIMENSION IS DIVIDED INTO SEVERAL SUBCATEGORIES, REPRESENTING EITHER QUALITATIVE DIFFERENCES, AS IN ETIOLOGY, OR QUANTITATIVE DIFFERENCES. THE DEVELOPMENT OF THIS SYSTEM WOULD PROVIDE SOME STANDARDIZED SET OF REFERENCES FOR DEFINING TERMS. IT IS UNLIKELY THAT ONE SET OF TERMS WILL BE ACCEPTED AND FOUND TO BE GENERALLY USEFUL IN THE VARIETY OF SETTINGS IN WHICH PROBLEMS OF MENTAL RETARDATION ARE OF CONCERN, BUT A STANDARD SYSTEM OF DEFINING TERMS WOULD PROVIDE A COMMON BASIS FOR COMMUNICATION AND TRANSLATION FROM ONE SET OF USAGES TO ANOTHER. FURTHER RESEARCH MIGHT INVESTIGATE THE INTERRELATIONSHIPS AMONG THE VARIOUS DIMENSIONS OR MIGHT BE DIRECTED AT METHODS OF SUMMARIZING THE DESCRIPTIVE DATA, USING VARIOUS SCORES, CUT-OFF POINTS, OR PROFILES, AND RELATING THIS INFORMATION TO EDUCATIONAL AND THERAPEUTIC GOALS. (JL)

ED 002 801 24

AN EXPLORATORY STUDY OF EDUCATIONAL SOCIAL AND EMOTIONAL FACTORS IN THE EDUCATION OF MENTALLY RETARDED CHILDREN IN GEORGIA PUBLIC SCHOOLS.
BY- AINSWORTH, STANLEY H. AND OTHERS
GEORGIA UNIV., ATHENS
REPORT NUMBER CRP-171 PUB DATE 59
CONTRACT OEC-171 (6470)
EDRS PRICE MF-$0.27 HC-$7.68 192P.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *CLASSROOM ENVIRONMENT, *EMOTIONAL ADJUSTMENT, *MENTAL RETARDATION, *PUBLIC SCHOOLS, *SEX DIFFERENCES, AGE DIFFERENCES, ATHENS, EDUCATIONAL IMPROVEMENT, FACTOR ANALYSIS, GEORGIA, RETARDED CHILDREN, RURAL URBAN DIFFERENCES, SOCIAL STATUS,

A STUDY WAS MADE TO DISCOVER THE CURRICULAR AND ADMINISTRATIVE ADJUSTMENTS THAT WERE NEEDED IN THE PUBLIC SCHOOLS OF GEORGIA TO INSURE BETTER EDUCATION FOR MENTALLY RETARDED CHILDREN. THE EDUCATIONAL ACHIEVEMENT, SOCIAL STATUS, AND EMOTIONAL ADJUSTMENT OF RETARDED CHILDREN WERE STUDIED AND EVALUATED, USING THREE DIFFERENT SCHOOL ENVIRONMENTS FOR COMPARATIVE PURPOSES. THESE CLASSROOM ENVIRONMENTS WERE--(1) SPECIAL CLASSES FOR THE MENTALLY HANDICAPPED WHICH MET STATE STANDARDS, (2) REGULAR CLASSES PROVIDED WITH THE SERVICES OF AN ITINERANT SPECIALIST, AND (3) REGULAR CLASSES WITH NO SPECIAL EDUCATIONAL SERVICES. APPROXIMATELY 500 STUDENTS WERE SCREENED AND/OR TESTED, AND OF THESE, 193 CHILDREN MET THE CRITERIA AND WERE USED IN THE ANALYSIS. THE SUBJECTS WERE DIVIDED AS FOLLOWS--(1) ITINERANT GROUP-- 67, (2) SPECIAL CLASS GROUP-- 48, AND (3) REGULAR CLASS GROUP-- 78. THEY WERE FURTHER MATCHED ACCORDING TO MEAN CHRONOLOGICAL AND MENTAL AGE, RURAL-URBAN DIFFERENCES, AND SEX DISTRIBUTION. TESTS WERE GIVEN DURING THREE PERIODS TO DETERMINE THE INITIAL STATUS OF EACH CHILD AND TO RECORD ANY CHANGES AT THE END OF 6 MONTHS AND 1 YEAR. THE STUDY WAS LIMITED TO A GENERAL VIEW OF THE RELATIVE EDUCATIONAL EFFECTIVENESS OF EACH ENVIRONMENT. IT WAS GENERALLY CONCLUDED THAT THERE WERE NO CONTRA-INDICATIONS FOR THE USE OF ANY ONE OF THE ADMINISTRATIVE SYSTEMS TESTED. A NEED FOR BETTER TECHNIQUES TO MEASURE SOCIAL AND EMOTIONAL ADJUSTMENT WAS NOTED. DETERMINATIONS WERE MADE THAT THE PRECISE VALUE OF ANY PARTICULAR ADMINISTRATIVE ADJUSTMENT WILL DEPEND LARGELY ON THE QUALITIES AND TRAINING OF PERSONNEL, ON THE UNDERSTANDING OF THE SCHOOL SYSTEM, AND UPON THE PARTICULAR NEEDS OF INDIVIDUAL CHILDREN. (JH)

ED 002 802 24

THE EVALUATION AND DEVELOPMENT OF TECHNIQUES FOR TESTING THE VISUAL AND AUDITORY ACUITY OF TRAINABLE MENTALLY RETARDED CHILDREN.
BY- WOLFE, WILLIAM G. AND OTHERS
TEXAS UNIV., AUSTIN, COLL. OF EDUCATION
REPORT NUMBER CRP-172 PUB DATE NOV 59
EDRS PRICE MF-$0.63 HC-$18.60 465P.

DESCRIPTORS- *AUDITORY PERCEPTION, *AUDITORY VISUAL TESTS, *COMPARATIVE ANALYSIS, *MENTAL RETARDATION, *RETARDED CHILDREN, *VISUAL PERCEPTION, AUSTIN, DEVELOPMENTAL TASKS, EVALUATION METHODS, INTELLIGENCE, PHYSICAL EXAMINATIONS, SOCIAL DIFFERENCES, TESTING PROGRAMS, TEXAS, TRAINABLE MENTALLY HANDICAPPED, VISION TESTS,

AUDIOMETRIC AND VISUAL PROCEDURES WERE COMPARED ANALYTICALLY AND/OR DESIGNED TO ESTABLISH TEST METHODS FOR TRAINABLE MENTAL RETARDATES IN THE IQ RANGE OF 23-47 AND BELOW THE MENTAL AGE OF 4 YEARS. THE NUMBER OF SUBJECTS WAS 26 FOR THE AUDITORY PROGRAM AND 25 FOR THE VISUAL. EACH OF THE SUBJECTS WAS STUDIED ON AN INDIVIDUAL BASIS. DATA WERE COLLECTED ON THEIR VARYING SOCIAL, MENTAL, AND PHYSICAL ABILITIES AND THEN RELATED TO THEIR AUDITORY AND VISUAL ACUITY. THE AUDIOMETRIC TESTS CONSISTED OF PURE-TONE THRESHOLD ACUITY TECHNIQUES, PSYCHOGALVANIC SKIN RESPONSE (PGSR) AUDIOMETRY, MODIFIED SPEECH RECEPTION, AND SCREENING TECHNIQUES. TWO VISUAL TEST BATTERIES WERE EMPLOYED, CONSISTING OF 8 COMMERCIALLY AVAILABLE INSTRUMENTS AND 10 MODIFIED/CONSTRUCTED TESTS PRESENTED TACHISTOSCOPICALLY WITHIN LIMITS OF EXPOSURE TIME OF .01 SECOND TO 1.0 SECOND, INCLUSIVELY. ALL TESTS WERE ADMINISTERED TO EACH CHILD ON A PRETEST, TRAINING, AND POST-TEST BASIS. THE CHILDREN IN THE AUDIOMETRIC STUDY RESPONDED MEANINGFULLY WHEN BOTH SPEECH AND PURE TONES WERE USED AS THE STIMULI. COLOR AND FORM PERCEPTION TESTS WERE CONSIDERED VERY MEANINGFUL IN THE VISUAL REALM. IMPLICATIONS FOR FURTHER STUDY WERE PROVIDED FOR BOTH THE AUDITORY AND VISUAL TEST AREAS. CONCLUSIVE TECHNIQUES ARE NEEDED TO DETECT AND REMEDY PHYSICAL DEFECTS OF THE TRAINABLE RETARDATE. (JH)

ED 002 803 24

A STUDY OF FACTORS OPERATIVE IN THE SELECTIVE RETENTION OF STUDENTS IN TEACHER EDUCATION, PART I.
BY- COOK, WALTER W. AND OTHERS
MINNESOTA UNIV., MINNEAPOLIS, COLL. OF EDUCATION
REPORT NUMBER CRP-174 PUB DATE JUL 63
EDRS PRICE MF-$0.36 HC-$8.20 205P.

DESCRIPTORS- *PERSONALITY ASSESSMENT, *STUDENT TEACHERS, *TEACHER EDUCATION, ACADEMIC ACHIEVEMENT, DROPOUT RATE, EDUCATIONAL BACKGROUND, MINNEAPOLIS, MINNESOTA, RETENTION STUDIES, TEACHER SELECTION,

THE PURPOSE OF THIS STUDY WAS TO DISCOVER THE PERSONALITY AND EXPERIENCE FACTORS WHICH DISTINGUISH STUDENTS WHO ARE SUCCESSFUL IN PROFESSIONAL TEACHER TRAINING COURSES AND ACTUALLY ENTER TEACHING, FROM THE PERSONALITY AND EXPERIENCE FACTORS OF STUDENTS WHO DROP OUT ALONG THE WAY. INFORMATION WAS GATHERED FROM ALL STUDENTS WHO ENTER THE JUNIOR PROFESSIONAL SEQUENCE OF COURSES IN THE COLLEGE OF EDUCATION. THESE STUDENTS WERE DIVIDED INTO GROUPS ACCORDING TO THEIR MAJOR AREA. THE KINDS OF DATA WHICH WERE COLLECTED INCLUDED SUCH ITEMS AS BIOGRAPHICAL INFORMATION, ACADEMIC RECORDS, INTERVIEW REPORTS, AND TEST MEASURES OF ABILITIES AND INTERESTS. THERE WAS IMMEDIATE FOLLOWUP OF STUDENTS WHO DROPPED OUT AT VARIOUS POINTS DURING THE TRAINING PROGRAM, AND THE FINAL ANALYSES WERE DESIGNED TO DETECT THE DIFFERENCES BETWEEN THOSE WHO PERSISTED AND THOSE WHO LEFT. THE MOST SIGNIFICANT IMPLICATION FOR FURTHER RESEARCH WAS THE NEED TO CONTINUE THE PROCEDURES WHICH HAVE BEEN ESTABLISHED AND TO EXTEND DATA THAT HAVE BEEN GATHERED FOR THE INITIAL POPULATIONS OF STUDENTS. (JL)

ED 002 804 24

PARENT ATTITUDES IN REARING MENTALLY RETARDED CHILDREN.
BY- LEICHMAN, NATHAN S. WILLENBERG, ERNEST P.
CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO
REPORT NUMBER CRP-175 PUB DATE APR 62
CONTRACT OEC-SAE-7146
EDRS PRICE MF-$0.27 HC-$5.92 148P.

DESCRIPTORS- *CHILD REARING, *PARENT ATTITUDES, *PARENT CHILD RELATIONSHIP, *PARENT EDUCATION, *PARENT SCHOOL RELATIONSHIP, *RETARDED CHILDREN, CALIFORNIA, EDUCABLE MENTALLY HANDICAPPED, FACTOR ANALYSIS, FAMILY PROBLEMS, INTERVIEWS, MENTAL RETARDATION, MOTIVATION TECHNIQUES, PARENT

RESPONSIBILITY, REWARDS, SACRAMENTO, SELF EVALUATION, TRAINABLE MENTALLY HANDICAPPED,

POSITIVE AND NEGATIVE ASPECTS OF REARING MENTAL RETARDATES WERE IDENTIFIED AND MEASURED DURING THIS STUDY BY EXAMINATIONS OF PARENTAL ATTITUDES AND HOW THESE ATTITUDES OFTEN AFFECT THE DAILY BEHAVIOR AND LEARNING READINESS OF CHILDREN WHILE IN SCHOOL. BEHAVIORAL FACTORS OF THE INDIVIDUAL CHILD WERE ANALYZED AND COMPARED WITH STATISTICS COVERING FAMILY STATUS AND STABILITY, AND BOTH CONSIDERATIONS WERE INVESTIGATED AS RELATIVE CONTRIBUTORS TO PARENTAL ATTITUDE. THE SAMPLE WAS DRAWN FROM PARENTS OF 400 MENTALLY RETARDED CHILDREN, VARYING IN MENTAL ABILITY AND FAMILY-SCHOOL ENVIRONMENTS AND REPRESENTING A WIDE RANGE OF SOCIAL, ECONOMIC, AND CULTURAL INFLUENCES. THE DATA WERE GATHERED THROUGH DIRECT INTERVIEWS WITH THE PARENTS. FINDINGS OF THIS STUDY INDICATE THAT MOST PERTINENT IN AN INDEX OF FAMILY ACCEPTANCE OR INTEGRATION ARE THOSE QUALITIES IN THE PARENTS THEMSELVES RELATED TO HIGH SELF-ESTEEM, LOW CHILD-REARING ANXIETY, LOW SEX ANXIETY, HIGH HUSBAND-WIFE AGREEMENT ON CHILD-REARING TECHNIQUES, LOW FEELINGS OF SELF-BLAME, AND HIGH AFFECTIONAL INTERCHANGE BETWEEN THE CHILD AND BOTH PARENTS. FURTHER RESEARCH WAS INDICATED IN THE AREAS OF PARENT COUNSELING AND PARENT-SCHOOL INTERACTION AND COOPERATION. (JH)

ED 002 805

24

PERCEPTUAL AND RESPONSE ABILITIES OF MENTALLY RETARDED CHILDREN.
BY- MALPASS, LESLIE F. AND OTHERS
SOUTHERN ILLINOIS UNIV., CARBONDALE
REPORT NUMBER CRP-176 PUB DATE 59
CONTRACT OEC-176(6471)
EDRS PRICE MF-$0.54 HC-$15.48 387P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *CHILD DEVELOPMENT, *MENTAL RETARDATION, *PERCEPTION TESTS, AUDITORY DISCRIMINATION, BEHAVIOR PATTERNS, CARBONDALE, ILLINOIS, MENTAL HEALTH CLINICS, MOBILE LABORATORIES, RETARDED CHILDREN, STATISTICAL ANALYSIS, VISUAL DISCRIMINATION,

THE BASIC INTENTION OF THE STUDY WAS TO INVESTIGATE MENTAL RETARDATION IN TERMS OF PERCEPTUAL AND RESPONSE ABILITY DEFINITIONS, TO TEST THESE ABILITY DEFINITIONS OBJECTIVELY, AND TO EVALUATE THEM AS THEY RELATE TO THE INTELLIGENCE FACTOR. BOTH PERCEPTUAL AND RESPONSE FACTORS WERE EXAMINED FROM THE STANDPOINT OF MENTAL DISTURBANCES WITH REFERENCE TO THE MODALITIES OF VISION AND AUDITION. DETAILED DATA WERE GATHERED ON APPROXIMATELY 200 CHILDREN DRAWN FROM MAJOR CLASSIFICATIONS--(1) CHILDREN WITH AT LEAST NORMAL INTELLIGENCE, (2) MENTALLY RETARDED CHILDREN ATTENDING SPECIAL CLASSES, AND (3) MENTALLY RETARDED CHILDREN WHO WERE INSTITUTIONALIZED. USING THREE GENERAL AREAS OF INVESTIGATION--(1) CLINICAL PSYCHOLOGY, PROVIDING PERTINENT MATERIAL AND A PRETEST MEDICAL EVALUATION TO ASSIST IN DETERMINING ORGANICITY, (2) VISUAL MODALITY, AND (3) AUDITORY MODALITY. PERCEPTUAL PROCEDURES USED WERE CLASSIFIED "PSYCHOPHYSICAL" (THE EASE WITH WHICH THE DISCRIMINATIVE STIMULUS IS SPECIFIED), REQUIRING CONSIDERABLE INSTRUMENTATION AND A NUMBER OF PRESENTATIONS FOR STIMULUS CONTROL, AND "OTHER PERCEPTUAL" (THE DIFFICULTY OF SPECIFICATION) WITH PAPER AND PENCIL TESTS OFTEN USED. WHEN THE MULTISTUDY EFFORT WAS CONCLUDED, MORE LABORATORY RESEARCH WAS CONSIDERED NECESSARY TO DEVELOP A DETAILED CLASSIFICATION AND CONTROL METHOD FOR THE NUMEROUS PERCEPTUAL RESPONSE VARIABLES OBSERVED AND, FURTHER, TO ATTEMPT TO DEVELOP AND TEST, ACCORDING TO THESE CLASSIFICATIONS, GOOD EDUCATIONAL AND TRAINING METHODS FOR THE MENTALLY RETARDED. (JH)

ED 002 806

24

A STUDY OF SOCIAL ADEQUACY AND OF SOCIAL FAILURE ON MENTALLY RETARDED YOUTH IN WAYNE COUNTY, MICHIGAN.
BY- LEE, JOHN J. AND OTHERS
WAYNE STATE UNIV., DETROIT, MICH.
REPORT NUMBER CRP-178 PUB DATE 30 JUN 59
DETROIT PUBLIC SCHOOLS
WAYNE COUNTY TRAINING SCHOOL, NORTHVILLE, MICH.
EDRS PRICE MF-$0.90 HC-$22.52 563P.

DESCRIPTORS- *GRADUATE SURVEYS, *INSTITUTIONAL SCHOOLS, *MENTAL RETARDATION, *SOCIAL ADJUSTMENT, *SPECIAL CLASSES, COMPARATIVE ANALYSIS, DETROIT, EDUCATIONAL IMPROVEMENT, MICHIGAN, NORTHVILLE, POST HIGH SCHOOL GUIDANCE, PUBLIC SCHOOLS,

THE EDUCATION AND SUBSEQUENT SOCIAL ADJUSTMENT OF RETARDED CHILDREN AND YOUTH OF WAYNE COUNTY TRAINING SCHOOL AND SPECIAL CLASSES IN DETROIT PUBLIC SCHOOLS WERE INVESTIGATED. DATA FOR THE 400 MENTALLY RETARDED AND 100 NORMAL SUBJECTS WERE OBTAINED FROM INTERVIEW QUESTIONNAIRES, RECORDS FROM SCHOOLS, POLICE, EMPLOYERS, SOCIAL AGENCIES, AND THE ARMED FORCES. EXTENSIVE DATA ON THE BACKGROUND AND BEHAVIOR OF THE RETARDED SUBJECTS WERE OBTAINED FOR DEVELOPMENTAL HISTORY FACTORS OR COMBINATION OF FACTORS FOR OUTCOME. DATA FOR BOTH GROUPS ON AGE AND TIME FACTORS, INTELLIGENCE LEVELS, ACADEMIC ACHIEVEMENT, FAMILY ORIGIN, FAMILY CONTINUITY, FAMILY CHARACTERISTICS, HOME ENVIRONMENT, SUBJECT BEHAVIOR, JUVENILE OFFENSES, AND RATINGS IN MANUAL ARTS, SHOP ACHIEVEMENT, PERSONALITY, AND PHYSICAL DEFECTS WERE INCLUDED. THE MAJOR FINDINGS RECOMMENDED EARLIER PLACEMENT, LONGER RETENTION IN SPECIFIC SCHOOLS OR CLASSES, MORE COMPREHENSIVE DIAGNOSIS, EXTENSIVE CURRICULAR REVISION AND EXTENSION, BETTER VOCATIONAL TRAINING AND JOB PLACEMENTS, CAREFUL AND COMPREHENSIVE TEACHER PREPARATION, ADEQUATE AND PROTECTIVE LIVING SITUATIONS, SPECIAL ATTENTION FOR THE NEGRO RETARDED, AND BETTER CASE WORK FOLLOWUP AND SUPERVISION FOR WORK, HOME, AND COMMUNITY RELATIONS. IN CONCLUSION, THE STUDY HAS SHOWN POSTGRADUATE SCHOOL ADJUSTMENT OF THE MENTALLY RETARDED FAR LESS ADEQUATE THAN PREVIOUSLY THOUGHT AS COMPARED WITH THE NORMAL. (GC)

ED 002 807

24

A SOCIOPSYCHOLOGICAL STUDY OF SCHOOL VANDALISM.
BY- GOLDMAN, NATHAN
SYRACUSE UNIV., N.Y., RESEARCH INSTITUTE
REPORT NUMBER CRP-181 PUB DATE 31 JUL 59
CONTRACT OEC-SAE-18(6453)
EDRS PRICE MF-$0.27 HC-$6.68 167P.

DESCRIPTORS- *DELINQUENCY, *PSYCHOLOGICAL STUDIES, *SCHOOL VANDALISM, *SOCIAL PSYCHOLOGY, *SOCIAL VALUES, BEHAVIOR PATTERNS, FAMILY ENVIRONMENT, INTERVIEWS, NEW YORK, QUESTIONNAIRES, SCHOOL ENVIRONMENT, SOCIALLY DEVIANT BEHAVIOR, SOCIALLY MALADJUSTED, SYRACUSE,

THE FOCUS OF THIS STUDY WAS ON LOCATING REGULARITIES OR COMMON ELEMENTS IN HIGH SCHOOL SITUATIONS WHICH MIGHT BE ASSOCIATED WITH SCHOOL DAMAGE BY CHILDREN. RESEARCH WAS CENTERED UPON THE FOLLOWING STUDY ELEMENTS--(1) THE NATURE OF AN ACT OF VANDALISM, (2) THE SOCIOPSYCHOLOGICAL CHARACTERISTICS OF THE CHILDREN INVOLVED, (3) THE SCHOOL ENVIRONMENT INCLUDING SUCH FACTORS AS MORALE, TEACHER-PUPIL RELATIONSHIPS, AND EXTRACURRICULAR PROGRAMS, AND (4) THE HOME ENVIRONMENT WITH REGARD TO THE ATTITUDE OF PARENTS TOWARD SUCH ACTS, TOWARD THE SCHOOL, AND TOWARD SOCIETY VALUES. THE STUDY SAMPLE INCLUDED THE HISTORY AND DAMAGE SCALE RATING OF 16 HIGH SCHOOLS. INTERVIEW ANSWERS FROM APPROXIMATELY 350 TEACHERS, AND QUESTIONNAIRE RESPONSES FROM 1,170 STUDENTS. PROJECT RESULTS SHOWED THAT MAJOR CONTRIBUTIONS TO THE RELATIVE AMOUNT OF SCHOOL DAMAGE AND TO A HIGH RATE OF VANDALIC STUDENT BEHAVIOR INCLUDED SUCH FACTORS AS (1) LOW SOCIOECONOMIC COMMUNITY STATUS AND HIGH COMMUNITY TRANSIENCY, (2) HIGH LEVELS OF SCHOOL CHANGE AND INSTABILITY, (3) LOW LEVEL OF PERSONAL IDENTIFICATION WITH A SCHOOL AND ITS GOALS AMONG STUDENTS, TEACHERS, AND PARENTS, (4) INADEQUATE ADMINISTRATION AND LEADERSHIP, AND POOR COMMUNICATION WITHIN A SCHOOL, (5) POOR INTERPERSONAL RELATIONS WITHIN A SCHOOL AND BETWEEN THE SCHOOL AND FAMILY, AND (6) LOW LEVEL OF SCHOOL MORALE. IT WAS ALSO SHOWN THAT CERTAIN SITUATIONS AROUSE STRAIN OR INSECURITY IN ANY SOCIAL GROUP OR EDUCATIONAL INSTITUTION. EXPECTATIONS WERE THAT EDUCATORS MADE AWARE OF THESE STRAINS COULD THEN DEVELOP METHODS FOR MINIMIZING DESTRUCTIVE BEHAVIOR BY STUDENTS. (JH)

ED 002 808 24
UNCONSCIOUS FACTORS IN CAREER MOTIVATION FOR TEACHING.
BY- STERN, GEORGE G. AND OTHERS
SYRACUSE UNIV., N.Y., RESEARCH INSTITUTE
REPORT NUMBER CRP-183 PUB DATE 30 JUN 58
SYRACUSE UNIV., N.Y., PSYCHOLOGICAL RESEARCH CTR.
CONTRACT OEC-SAE-6459
EDRS PRICE MF-$0.27 HC-$5.32 133P.

DESCRIPTORS- *CAREERS, *INDIVIDUAL PSYCHOLOGY, *MOTIVATION TECHNIQUES, *PREDICTIVE MEASUREMENT, *TEACHERS, ELEMENTARY SCHOOL TEACHERS, FACTOR ANALYSIS, NEW YORK, PERFORMANCE FACTORS, PSYCHOLOGICAL STUDIES, SYRACUSE, TEACHER EVALUATION,

DATA WERE GATHERED ON THE UNCONSCIOUS MOTIVES OR PURPOSES IN THE CHOICE OF TEACHING AS A CAREER. THEY WERE USED AS A MEASURE IN PREDICTING POTENTIAL AND INDIVIDUAL TEACHING SUCCESS IN ELEMENTARY EDUCATION. SKETCHES OF MOTIVATIONAL TYPES ENCOUNTERED AMONG TEACHERS WERE DEVELOPED AND SAMPLED AMONG REPRESENTATIVE INDIVIDUALS OF EACH TYPE. THE INFORMATION COLLECTED FROM THIS GENERAL SAMPLE PROVIDED A BASIS FOR BUILDING OBJECTIVE DIAGNOSTIC INSTRUMENTS FOR THE IDENTIFICATION OF 10 MOTIVATIONAL TYPES. TESTS MEASURING ATTITUDE AND ROLE WERE ADMINISTERED TO APPROXIMATELY 150 TEACHER-TRAINEES AND PRACTICE TEACHERS TO DETERMINE GIVEN TYPES OF INDIVIDUAL MOTIVATION. ITEM ANALYSIS IN EACH OF THE TWO SAMPLES REVEALED SATISFACTORY DISCRIMINATIONS FOR EACH MOTIVATION CONSIDERED. SUITABLE INSTRUMENTS WERE THUS DEVELOPED FOR ASSESSING UNCONSCIOUS FACTORS IN CAREER MOTIVATION AMONG TEACHERS AS RELATED TO THE ELEMENTARY SCHOOL TEACHING PROCESS. (JH)

ED 002 809 24
COMMUNICATION PROBLEMS AND THEIR EFFECT ON THE LEARNING POTENTIAL OF THE MENTALLY RETARDED CHILD.
BY- WOOD, NANCY E.
WESTERN RESERVE UNIV., CLEVELAND
REPORT NUMBER CRP-184 PUB DATE JUN 60
CLEVELAND HEARING AND SPEECH CENTER, OHIO
EDRS PRICE MF-$0.45 HC-$11.12 278P.

DESCRIPTORS- *COMMUNICATION PROBLEMS, *COMMUNICATION SKILLS, *LANGUAGE HANDICAPS, *MENTAL RETARDATION, *VERBAL COMMUNICATION, CLEVELAND, OHIO,

AN INVESTIGATION OF THE RELATIONSHIP BETWEEN COMPETENCE IN COMMUNICATION AND LEARNING POTENTIAL OF APPROXIMATELY 500 MENTALLY RETARDED CHILDREN, AGES 3 TO 9, WAS CONDUCTED. CONCERN WITH CARELESS DESIGNATION OF MENTAL RETARDATION AS A CAUSE OF DELAYED SPEECH LED TO A STUDY OF 1,200 CASE HISTORIES. MANY OF THESE CASE HISTORIES WERE DIAGNOSED CORRECTLY. HOWEVER, CAUSES WERE OBSCURE FOR NEARLY 30 PERCENT, CREATING DANGER OF FALSE DIAGNOSIS OF MENTAL RETARDATION. A FACTOR ANALYSIS OF 100 HISTORY AND TEST ITEMS ADMINISTERED BY A DIAGNOSTIC TEAM ADDED UNIFORMITY TO THE STUDY. THROUGH EXTENSIVE ANALYSIS EACH CHILD WAS CLASSIFIED IN ONE OF SIX CATEGORIES--LANGUAGE DISORDERS, EMOTIONAL DISTURBANCES, MENTAL RETARDATION, LESSER PROPORTIONS OF HEARING LOSS, ARTICULATION DISORDERS, AND IMMATURE BEHAVIOR. ALSO, A NONDIFFERENTIATED GROUP OF CHILDREN WHO COULD NOT BE DIAGNOSED WAS FORMED. SEVERAL ITEMS TENDED TO LINK THE MENTAL RETARDATION, LANGUAGE DISORDERS, AND NONDIFFERENTIATION GROUPS. ALL WERE SLOW IN DEVELOPMENTAL ITEMS AND POOR ON FORM BOARDS AND GEOMETRIC DESIGNS. INTELLIGENCE TEST SCORES WERE BELOW NORMAL, HOWEVER, WHEN INTELLIGENCE POTENTIAL WAS ESTIMATED, THE CHILDREN WITH LANGUAGE DISORDERS WERE FOUND TO BE WITHIN NORMAL RANGE. THE NONDIFFERENTIATED GROUP ALSO IMPROVED 10 POINTS APPROACHING NORMAL RANGE. THE MENTAL RETARDATION GROUP DID NOT CHANGE FROM ONE TEST SITUATION TO ANOTHER. THE ARTICULATION DISORDERS AND IMMATURE BEHAVIOR GROUPS WERE FAR SUPERIOR TO OTHER GROUPS. CHILDREN WITH LANGUAGE DISORDERS MUST BE EDUCATED IN AN ENVIRONMENT THAT GRADUALLY REDUCES THE CHILD'S NEED FOR STRUCTURE RATHER THAN PERPETUATES THIS NEED BY PROVIDING STRUCTURE TO SUCH A DEGREE THAT THE CHILD'S ADAPTATION TO EVERYDAY CHANGE IS IMPOSSIBLE. AN URGENT NEED FOR NEW STUDIES OF THE WHOLE APPROACH TO THESE CHILDREN IN A THERAPEUTIC SETTING IS RECOMMENDED. (GC)

ED 002 810 24
INVESTIGATION OF MENTAL RETARDATION IN RELATION TO BILINGUAL AND SUBCULTURAL FACTORS.
BY- MCGRATH, G.D. AND OTHERS
ARIZONA STATE UNIV., TEMPE, COLL. OF EDUCATION
REPORT NUMBER CRP-185 PUB DATE 60
EDRS PRICE MF-$0.54 HC-$14.92 373P.

DESCRIPTORS- *AMERICAN INDIAN, *BILINGUAL STUDENTS, *EDUCATIONALLY DISADVANTAGED, *SOCIOECONOMIC INFLUENCES, ARIZONA, CHILDREN, CULTURALLY DISADVANTAGED, IMMIGRANTS, MENTAL RETARDATION, SOCIOECONOMIC BACKGROUND, SPECIAL CLASSES, TEMPE,

THE PURPOSE OF THIS STUDY WAS TO INVESTIGATE THE DIFFERENCE BETWEEN TRUE MENTAL DEFICIENCY AND PSEUDOMENTAL

DEFICIENCY DUE TO LANGUAGE, CULTURAL, AND SOCIOECONOMIC LIMITATIONS. THE FACTORS WERE STUDIED BY THE METHOD OF REPEATED TESTS OVER A 3-YEAR SPAN IN AN ADAPTED BUT RELATIVELY CONSTANT LEARNING SITUATION. MENTAL ACHIEVEMENT, LANGUAGE TESTS, AND SOCIOLOGICAL STUDY OF THE CHILDREN'S ENVIRONMENTS WERE USED AS CRITERIA. THE SUBJECTS WERE 188 RECENT IMMIGRANT MEXICAN AND INDIAN CHILDREN IN SPECIAL CLASSES FOR BILINGUAL CHILDREN. MENTAL RETARDATION IS APPARENT AMONG SOME BILINGUAL CHILDREN BUT OFTEN IS PSEUDO AS THE RESULT OF MANY FACTORS, INCLUDING SOCIOECONOMIC ATTITUDES, FAMILY BACKGROUND, AND OTHERS. TYPICAL SCHOOL PROGRAMS ARE NOT ADEQUATELY DESIGNED TO MEET THE NEEDS OR BRING OUT THE FULL POTENTIAL OF THESE BILINGUAL CHILDREN WHO HAVE HIGH MENTAL ABILITIES, AS DEMONSTRATED BY THE FACT THAT THEY HAVE DEVELOPED SOME FACILITY WITH TWO LANGUAGES. MORE STUDIES ARE RECOMMENDED AND THE NECESSITY OF CONTINUED WORK RELATED TO THE FIELD OF BILINGUAL CHILDREN IS MADE APPARENT THROUGHOUT THE STUDY. (GC)

ED 002 811 24

THE ADAPTATION FOR GROUP CLASSROOM USE OF CLINICAL TECHNIQUES FOR TEACHING BRAIN-INJURED CHILDREN.
BY- NOVACK, HARRY S.
RHODE ISLAND STATE DEPT. OF EDUCATION, PROVIDENCE
REPORT NUMBER CRP-186 PUB DATE 64
CLARKE COUNTY SCHOOL DISTRICT, ATHENS, GA.
EDRS PRICE MF-$0.18 HC-$4.40 110P.

DESCRIPTORS- *HANDICAPPED CHILDREN, *LEARNING DIFFICULTIES, *LOW ACHIEVERS, *MENTALLY HANDICAPPED, *SPECIAL EDUCATION, CLASSROOM TECHNIQUES, CLINICS, GROUP INSTRUCTION, PROVIDENCE, PUBLIC SCHOOLS, REMEDIAL PROGRAMS, RHODE ISLAND, TUTORING,

THIS STUDY SOUGHT TO DEVELOP A PUBLIC SCHOOL PROGRAM FOR BRAIN-INJURED CHILDREN OF AVERAGE OR LOW AVERAGE INTELLECTUAL POTENTIAL. THE OBJECTIVES WERE--(1) TO COLLECT CLINICAL TUTORING TECHNIQUES BEING USED, (2) TO CLASSIFY CLINICAL TUTORIAL METHODS IN A FRAMEWORK USEFUL FOR DEVELOPING TECHNIQUES FOR GROUP TEACHING, (3) TO ADOPT CLINICAL TUTORIAL TECHNIQUES TO GROUP TEACHING, (4) TO DEVELOP A MODEL DEMONSTRATION CLASSROOM FOR EXPERIMENTING WITH AND TESTING THE ADOPTED CLINICAL TUTORIAL TECHNIQUES TO PROVIDE OBSERVATIONAL OPPORTUNITIES FOR TEACHERS AND EDUCATION STUDENTS, AND (5) TO DEVELOP NEW HYPOTHESES FOR EXPERIMENTATION IN GROUP EDUCATION OF BRAIN-INJURED CHILDREN. IT WAS FOUND THAT GREAT CARE HAD TO BE EXERCISED IN THE SELECTION OF THE CHILDREN FOR THE CLASS TO KEEP THE RANGE OF LEARNING PROBLEMS AS NARROW AS POSSIBLE. THE SIZE OF THE CLASS MUST BE KEPT UNDER 10. BESIDES HAVING MOTIVATED AND SKILLED TEACHERS, THERE MUST BE PROFESSIONAL ASSISTANCE AVAILABLE OUTSIDE THE CLASSROOM--A PHYSICIAN, PHYSICAL THERAPIST, PSYCHOLOGIST, AND SOCIAL WORKER AS A MINIMUM. THERE SHOULD ALSO BE A FULL-TIME TEACHER'S ASSISTANT IN THE CLASSROOM, AND SELECTION CRITERIA FOR GROUPING BRAIN-INJURED CHILDREN SHOULD BE BASED MORE ON EDUCATIONAL BEHAVIOR THAN ON MEDICAL DIAGNOSIS. (JL)

ED 002 812 24

A COMPARATIVE STUDY OF DAY CLASS VS. INSTITUTIONALIZED EDUCABLE RETARDATES.
BY- REYNOLDS, MAYNARD C. STUNKARD, CLAYTON L.
MINNESOTA UNIV., MINNEAPOLIS, COLL. OF EDUCATION
REPORT NUMBER CRP-192 PUB DATE 30 JUN 60
EDRS PRICE MF-$0.27 HC-$5.76 144P.

DESCRIPTORS- *COMMUNITY SCHOOLS, *DAY SCHOOLS, *EDUCABLE MENTALLY HANDICAPPED, *INSTITUTIONAL ENVIRONMENT, *SPECIAL CLASSES, FAMILY LIFE, MENTAL HEALTH, MENTAL RETARDATION, MINNEAPOLIS, MINNESOTA, RETARDED CHILDREN, SOCIAL ADJUSTMENT,

THE PRESENT STUDY REPRESENTS AN EXTENSION OF A STUDY WHICH DEALT WITH THE LATER ADJUSTMENT OF INDIVIDUALS DISCHARGED FROM A STATE INSTITUTION FOR THE MENTALLY RETARDED. THIS EFFORT REWORKED AVAILABLE DATA TO DEVELOP A MORE EFFICIENT TECHNIQUE OF PREDICTION AND TO STUDY FURTHER INTERACTIONS AMONG THE VARIOUS CHARACTERISTICS OF THE GROUP. IN ADDITION, IT COMPARED THE ABOVE POPULATION WITH THE RATE OF INSTITUTIONALIZATION FROM DISTRICTS HAVING SPECIAL CLASSES AND DISTRICTS WHICH LACKED SUCH CLASSES, AND COMPARED POPULATION NOW IN THE INSTITUTION WITH A COMPARABLE POPULATION IN DAY CLASSES. THESE DATA WOULD BE USED FOR LATER FOLLOWUP STUDIES. (JL)

ED 002 813 24

MOTIVATIONS OF YOUTH FOR LEAVING SCHOOL.
BY- BOWMAN, PAUL H. MATTHEWS, CHARLES V.
CHICAGO UNIV.
REPORT NUMBER CRP-200 PUB DATE SEP 60
EDRS PRICE MF-$0.27 HC-$6.40 160P.

DESCRIPTORS- *ACADEMIC FAILURE, *DROPOUT IDENTIFICATION, *EDUCATIONAL EXPERIENCE, *HIGH SCHOOL STUDENTS, *VOCATIONAL REHABILITATION, CHICAGO, FEMALE, ILLINOIS, LOW ACHIEVERS, MALE, PEER RELATIONSHIP, RETARDATION, SOCIOECONOMIC STATUS,

THE OBJECTIVES OF THIS STUDY WERE (1) TO IDENTIFY THE CHARACTERISTICS OF SCHOOL DROPOUTS AS CONTRASTED WITH THOSE WHO STAYED IN SCHOOL, (2) TO INVESTIGATE EXPERIENCES WHICH LED TO LEAVING SCHOOL, (3) TO DETERMINE THE PERCEPTIONS OF SCHOOL-LEAVERS REGARDING THEIR SCHOOL EXPERIENCES, AND (4) TO INVESTIGATE WHAT SCHOOL-LEAVERS DID AFTER THEY LEFT SCHOOL AND HOW SUCCESSFUL THEIR ADJUSTMENT WAS TO THE ADULT WORLD. DROPOUTS WERE DIVIDED INTO EARLY, MIDDLE, AND LATE GROUPS AND COMPARED USING INTELLECTUAL, SOCIAL STATUS, AND PERSONAL AND SOCIAL ADJUSTMENT MEASURES. ALTHOUGH THERE WAS A CONSISTENT TREND INDICATING THAT THE EARLY DROPOUTS WERE OF LOWER INTELLIGENCE, LOWER SOCIAL STATUS, AND INFERIOR PERSONAL AND SOCIAL ADJUSTMENT, THE ONLY DIFFERENCE FOUND TO BE STATISTICALLY SIGNIFICANT AT BETTER THAN THE 5-PERCENT LEVEL WAS THE DIFFERENCE BETWEEN EARLY MALE DROPOUTS AND ALL LATE DROPOUTS ON SOCIAL STATUS. REASONS GIVEN BY DROPOUTS WERE THAT THEY DID NOT SEE EDUCATION AS A MEANS TO PRACTICAL ENDS, THAT THEY DID NOT VALUE EDUCATION IN ITSELF, AND THAT THEY FELT REJECTED BY AND REJECTED THE SCHOOL. IN CONTRAST THE CONTROL STUDENTS VALUED EDUCATION AS "GOOD IN ITSELF" AND AS THE ONLY PATHWAY TO VOCATIONAL SUCCESS. THE DROPOUTS ALSO REPORTED THAT A MAJORITY OF THEIR PARENTS WERE EITHER INDIFFERENT TO OR TOOK NO ACTIVE INTEREST IN THEIR CONTINUING IN SCHOOL. THE PARENTS OF THE CONTROL STUDENTS WERE ACTIVELY INTERESTED IN THEIR CHILDREN STAYING IN SCHOOL. THE STUDY RECOMMENDS INCREASED SCHOOL GUIDANCE AND BETTER GROUPING OF STUDENTS (JL)

ED 002 814 24

RELATIONSHIP OF SCHOOL EXPERIENCES TO REPEATED DELINQUENCY AMONG BOYS WITH INTELLIGENCE IN THE BOTTOM FIFTH OF THE POPULATION.
BY- WATTENBERG, WILLIAM W.
WAYNE STATE UNIV., DETROIT, MICH.
REPORT NUMBER CRP-201 PUB DATE 30 APR 60
CONTRACT OEC-SAE-7155
EDRS PRICE MF-$0.09 HC-$1.84 46P.

DESCRIPTORS- *ACADEMIC FAILURE, *DELINQUENCY PREVENTION, *EDUCATIONAL EXPERIENCE, *STUDENT TEACHER RELATIONSHIP, DETROIT, LOW ACHIEVERS, MALES, MICHIGAN, POLICE ACTION, POLICE SCHOOL RELATIONSHIP, SOCIAL RELATIONS,

THE BASIC PURPOSE OF THIS STUDY WAS TO DETERMINE WHAT SCHOOL EXPERIENCES ARE LINKED TO REPEATED DELINQUENCY AMONG BOYS WHOSE MENTAL TEST SCORES PLACED THEM IN THE LOWEST 20 PERCENT OF THE POPULATION. A SECOND OBJECTIVE WAS TO DETERMINE THE EXTENT TO WHICH SCHOOL ACCOMPLISHMENT OPERATES AS A PREDICTOR OF RECIDIVISM AMONG BOYS OF BELOW-AVERAGE INTELLIGENCE AS COMPARED WITH BOYS OF AVERAGE INTELLIGENCE. THIS STUDY CONSISTED OF TWO PHASES. IN THE FIRST PHASE OF THE STUDY, THE FINDINGS WERE SUGGESTIVE OF A PATTERN OF RELATIVE INCOMPETENCE LINKED TO THE DELINQUENCY OF BOYS HAVING LOW MENTAL TEST SCORES. THERE WAS SOME SIMILARITY TO THE PERSONALITY SYNDROME, PSYCHIATRICALLY DENOTED AS "INADEQUATE PERSONALITY." IN THE SECOND PHASE, THE FINDINGS WERE ABLE TO PROBE INTO THE EXPERIENCES AND ATTITUDES OF BOYS MATCHED ON CONFORMITY TO THE ABOVE PATTERN. THE KEY FACTORS WERE NOT CONNECTED MARKEDLY WITH ACADEMIC WORK. IN THAT AREA THE EXPERIENCES OF BOTH THE REPEATER AND NONREPEATER WERE UNIFORMLY UNSATISFACTORY. THE INVESTIGATOR RECOMMENDS MORE STUDY IN THE AREA OF SOCIAL PREDICTION, FULL-SCALE PSYCHOTHERAPEUTIC INTERVENTION, AND MORE CLASSROOM-APPROPRIATE METHODS FOR AIDING SOCIAL ADJUSTMENT TO MINIMIZE WHAT WAS THE CONCLUSION OF THIS REPORT--THAT LOW MENTAL SCORES ARE COUPLED WITH INTERPERSONAL DIFFICULTIES IN SCHOOL. (JL)

ED 002 815 24

THE EDUCATIONAL MOTIVATION PATTERNS OF SUPERIOR STUDENTS WHO DO AND DO NOT ACHIEVE IN HIGH SCHOOL.
BY- PIERCE, JAMES V.
CHICAGO UNIV.
REPORT NUMBER CRP-208 PUB DATE 59
EDRS PRICE MF-$0.18 HC-$2.76 69P.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *MOTIVATION, *PEER RELATIONSHIP, *SUPERIOR STUDENTS, *TALENTED STUDENTS, CALIFORNIA MENTAL MATURITY, CHICAGO, CHICAGO PRIMARY MENTAL ABILITIES, GRADE POINT AVERAGE, GRADE 10, GRADE 12, ILLINOIS, MCCLELLAND'S THEMATIC APPERCEPTION TEST (TAT), SELF CONCEPT, SEX DIFFERENCES, SOCIAL ADJUSTMENT,

THIS STUDY SOUGHT TO DISCOVER AND ANALYZE SIGNIFICANT DIFFERENCES IN MOTIVATIONAL PATTERNS AND THE EDUCATIONAL ACHIEVEMENT OF TALENTED STUDENTS. THE OBJECTIVES WERE TO DETERMINE--(1) THE DIFFERENCES IN MOTIVATION TOWARD ACADEMIC ACHIEVEMENT BETWEEN THOSE WHO ACHIEVE AND THOSE WHO DO NOT, (2) THE DIFFERENCE BETWEEN ACHIEVERS AND NONACHIEVERS IN RELATION TO THEIR SELF-CONCEPT, DEVELOPMENTAL HISTORY AND HOME BACKGROUND, SOCIAL ADJUSTMENT, PEER RELATIONSHIPS, AND PARENTS' SOCIAL STATUS, (3) THE RELATIONSHIP BETWEEN ACHIEVEMENT AND NONACHIEVEMENT AMONG STUDENTS OF HIGH ABILITY AND THEIR CONTINUATION OF STUDY BEYOND HIGH SCHOOL, AND (4) THE DIFFERENCE, IF ANY, BETWEEN THE PATTERNS OF EDUCATIONAL MOTIVATION OF BOYS AND GIRLS. IT WAS FOUND THAT HIGH ACHIEVING STUDENTS TEND TO BE MORE HIGHLY MOTIVATED AS MEASURED BY THE INTERVIEW MEASURE OF MOTIVATION AND, IN THE CASE OF BOYS, BY MCCLELLAND'S TEST. VALUE ACHIEVEMENT WAS HIGHER AS MEASURED BY THE SEMANTIC-DIFFERENTIAL AND, ESPECIALLY IN THE CASE OF GIRLS, BY STRODTBECK'S AND DE CHARMS' INSTRUMENTS, AND MORE ADJUSTED AS MEASURED BY THE CALIFORNIA PSYCHOLOGICAL INVENTORY, WHO ARE THEY, AND BEHAVIOR DESCRIPTION CHART INSTRUMENTS. THE GIRLS WERE MORE ACTIVE IN EXTRACURRICULAR ACTIVITIES, HAD MORE LEADERSHIP, SAW FATHERS AS IMPORTANT IN THEIR LIVES, WERE MORE RESPONSIBLE AND INDEPENDENT, HAD SOMEWHAT HIGHER SOCIAL STATUS, HAD PARENTS WHO WERE BETTER EDUCATED AND HELD HIGH ASPIRATIONS FOR THEM, CAME FROM SMALL FAMILIES WHERE THEY WERE THE FIRST-BORN OR ONLY CHILD, AND HAD MOTHERS WHO PLACED A HIGH VALUE ON IMAGINATION. (JL)

ED 002 816 24

DEVELOPMENT OF STANDARD AND CORRELATED DIMENSIONS OF MATERIAL-COMPONENTS IN SCHOOL CONSTRUCTION.
BY- GRAHAM, LEON R.
TEXAS EDUCATION AGENCY, AUSTIN
REPORT NUMBER CRP-212 PUB DATE JUL 60
SOUTHWEST RESEARCH INST., SAN ANTONIO, TEX.
EDRS PRICE MF-$0.27 HC-$6.16 154P.

DESCRIPTORS- *EDUCATIONAL FINANCE, *EDUCATIONAL PLANNING, *SCHOOL CONSTRUCTION, *SCHOOL DESIGN, *SCHOOL LOCATION, AUSTIN, CONSTRUCTION COSTS, SAN ANTONIO, TEXAS,

THE OBJECTIVE WAS TO DEVELOP A CORRELATED MODULAR SYSTEM OF SCHOOL DESIGN WHICH WOULD PERMIT A VARIETY OF COMPETITIVE MATERIALS AND EQUIPMENT COMPONENTS TO BE MASS PRODUCED FOR SCHOOLS AND USED INTERCHANGEABLY AND FLEXIBLY. THE DEVELOPED SYSTEM PROPOSES FUNDAMENTAL AND SIGNIFICANT INNOVATIONS WHICH HAVE NOT BEEN ADVANCED BY EARLIER PROGRAMS. THIS SYSTEM IS NOT PREDICATED ON THE BASIS THAT A SINGLE SELECTED UNIT OF MEASURE--THE BASIC MODULE--MUST BE AGREED TO IN ADVANCE BY ALL PARTIES OF THE BUILDING PROFESSIONS AND INDUSTRY, THAT ALL PRODUCTION PROCESSES MUST BE GEARED TO IT, AND THAT MATERIALS MUST BE SIZED IN ACCORDANCE WITH IT. THE NEW SYSTEM RECOGNIZES THE NEED FOR AND PROPOSES THE USE OF MORE THAN ONE UNIT DEPENDING UPON (A) THE SPECIFIC PART OF THE PROCESS, (B) THE ORDER OF SIZE OR MAGNITUDE, AND (C) THE PARAMETERS OF THE PROCEDURAL STEPS UNDER CONSIDERATION. IT ALSO PROPOSES THE USE OF THE TECHNIQUE OF MODULATION TO ESTABLISH THE LINKAGE SYSTEM WHICH RELATES THE NETWORK OF GRIDS REQUIRED TO PORTRAY THE VARIETY OF DIMENSIONAL CHARACTERISTICS. IT FURTHER PROPOSES THE USE OF BOTH RIGID AND NONRIGID GRID COMPOSITION DEPENDING UPON SPECIFIC PROBLEM CRITERIA. IT WAS RECOMMENDED THAT ALL SEGMENTS OF THE SCHOOL BUILDING INDUSTRY BE ENCOURAGED TO STUDY, EXAMINE, EVALUATE, AND APPLY THE DEVELOPED SYSTEM FOR PURPOSES OF CRITICAL REVIEW. SPECIAL EMPHASIS SHOULD BE PLACED ON AN INDUSTRYWIDE EDUCATIONAL PROGRAM DESIGNED TO INFORM EDUCATORS, ADMINISTRATORS, ARCHITECTS, ENGINEERS, MANUFACTURERS, FABRICATORS AND CONSTRUCTION CONTRACTORS, AND THEIR RESPONSIBLE PERSONNEL

ABOUT THE SYSTEM AND HOW IT WORKS. (JL)

ED 002 817 24

DIMENSIONS OF ADMINISTRATIVE PERFORMANCE.
BY- HEMPHILL, JOHN AND OTHERS
COLUMBIA UNIV., NEW YORK, TEACHERS COLLEGE
REPORT NUMBER CRP-214 PUB DATE MAY 61
EDUCATIONAL TESTING SERVICE, PRINCETON, N.J.
CONTRACT OEC-214(6905)
EDRS PRICE MF-$0.90 HC-$24.60 615P.

DESCRIPTORS- *ADMINISTRATIVE PERSONNEL, *ADMINISTRATOR GUIDES, *PERSONNEL SELECTION, *PRINCIPALS, *SCHOOL ADMINISTRATION, ADMINISTRATOR ROLE, ELEMENTARY SCHOOL SUPERVISORS, INSERVICE TEACHER EDUCATION, NATIONAL PROGRAMS, NEW JERSEY, NEW YORK, PRINCETON, TESTING PROGRAMS,

THE MAJOR OBJECTIVES WERE TO DEVELOP CRITERIA FOR THE EVALUATION OF SCHOOL ADMINISTRATION, TO DEFINE THE NATURE OF THE JOB, AND TO DEVELOP AN INSTRUMENT FOR THE SELECTION OF ADMINISTRATORS. THE ELEMENTARY SCHOOL PRINCIPAL WAS CHOSEN FOR THE STUDY BECAUSE OF THE HOST OF PROBLEMS RELATED TO THE CONDUCT OF AN EDUCATIONAL PROGRAM, INCLUDING THE SELECTION, TRAINING, AND SUPERVISION OF PERSONNEL, THE MAINTENANCE OF PHYSICAL FACILITIES, THE CONTROL OF SUPPLIES, AND RELATIONSHIPS BETWEEN THE SCHOOL AND THE COMMUNITY. A SIMULATION OF AN ELEMENTARY SCHOOL CREATING A STANDARD ADMINISTRATIVE SITUATION WITH SPECIAL JOB SAMPLE TESTS, KINESCOPES, AND TAPE RECORDINGS WAS USED. TESTS OF ABILITIES, KNOWLEDGE, INTERESTS, AND PERSONALITY WERE SELECTED, AND OTHER INSTRUMENTS WERE CONSTRUCTED TO OBTAIN INFORMATION REGARDING THE EXPERIENCE, TRAINING, AND PERFORMANCE OF THE SUBJECTS. CENTERS WERE SET UP IN VARIOUS PARTS OF THE COUNTRY FOR TESTING 177 PRINCIPALS AFTER A PRELIMINARY TEST OF 55 PRINCIPALS. THE RESULTING DATA WERE ANALYZED AND COMPARED WITH THE RATINGS OF THE PRINCIPALS' PERFORMANCES MADE BY THEIR OWN SUPERIORS AND WITH OTHER MEASURES OF THEIR SUCCESS AS ADMINISTRATORS. THE ANALYSIS INDICATED THAT SIMULATION OFFERS AN EXCELLENT METHOD OF TEACHING SKILLS TO INSERVICE SCHOOL PRINCIPALS AND SUPERINTENDENTS, EXPLAINING THE NATURE OF THE JOB, AND SELECTING SCHOOL ADMINISTRATORS. (GC)

ED 002 818 24

AN EVALUATION OF SUPERVISED CORRESPONDENCE STUDY AS A MEANS OF HELPING RELIEVE THE TEACHER SHORTAGE.
BY- ROOT, BLAKE S.
GEORGE WASH. UNIV., WASH., D.C.,SCH. OF EDUCATION
REPORT NUMBER CRP-221 PUB DATE 58
EDRS PRICE MF-$0.18 HC-$2.72 68P.

DESCRIPTORS- *CORRESPONDENCE COURSES, *EDUCATIONAL IMPROVEMENT, *HIGH SCHOOL STUDENTS, *TEACHER SHORTAGE, DISTRICT OF COLUMBIA,

THIS STUDY WAS UNDERTAKEN TO OBTAIN EVIDENCE REGARDING THE EFFECTIVENESS OF SUPERVISED CORRESPONDENCE STUDY IN HIGH SCHOOLS WHICH COULD BE USED AS A POSSIBLE SOLUTION TO THE CURRENT SHORTAGE OF TEACHERS. DATA WERE OBTAINED BY MEANS OF A QUESTIONNAIRE TO STUDENTS AND PRINCIPALS CONCERNING SATISFACTORY METHODS OF INSTRUCTION, ADMINISTRATIVE PROBLEMS AND SOLUTIONS, STUDENT VIEWPOINTS, AND SUCCESS OF COLLEGE CORRESPONDENCE COURSES TAKEN ON THE HIGH SCHOOL LEVEL. THE RESPONSES OF BOTH STUDENTS AND PRINCIPALS SHOW THAT, IF IT WERE NOT FOR THESE CORRESPONDENCE STUDIES, STUDENTS IN MANY INSTANCES WOULD BE DENIED THE OPPORTUNITY TO PURSUE NEEDED COURSES IN MANY SUBJECT-MATTER AREAS. ACHIEVEMENT RESULTING FROM THESE COURSES IS GREATER THAN FROM RESIDENT INSTRUCTION. THIS METHOD OF INSTRUCTION HAS GREATER POTENTIALITY FOR INCREASING FLEXIBILITY OF CURRICULUM, AND WILL MAKE A SUBSTANTIAL CONTRIBUTION TO THE HIGH SCHOOL PROGRAM DURING THE TEACHER SHORTAGE. LACK OF ADMINISTRATION, SUPERVISION, TEACHER INTEREST, AND CLOSER LIAISON BETWEEN THE STAFFS OF CORRESPONDING CENTERS AND LOCAL SCHOOLS IS THE OBJECTION. MORE STUDIES ARE RECOMMENDED. (GC)

ED 002 819 24

A STUDY OF ESTHETIC JUDGMENT.
BY- CHILD, IRVIN L.
YALE UNIV., NEW HAVEN, CONN.
REPORT NUMBER CRP-669 PUB DATE 62
EDRS PRICE MF-$0.27 HC-$5.28 132P. JOURNAL OF PERSONALITY, 30/496-512/1962

DESCRIPTORS- *ART APPRECIATION, *COLLEGE STUDENTS, *CULTURAL ENRICHMENT, *DISCRIMINATORY ATTITUDES (SOCIAL), CALIFORNIA, CONNECTICUT, GROUP DYNAMICS, NEW HAVEN, PAINTING, PERSONALITY, STANFORD,

THE ABILITY OF COLLEGE STUDENTS TO RECOGNIZE DEGREES OF ESTHETIC MERIT IN OBJECTS OF ART WAS STUDIED. THE OBJECTIVE WAS TO DETERMINE BY EXPERIMENTATION SOME OF THE FACTORS WHICH MAY BE IMPORTANT IN THE DEVELOPMENT OF ESTHETIC JUDGMENT. A SAMPLE OF MALE COLLEGE STUDENTS WAS GIVEN SEVERAL TESTS OF ESTHETIC JUDGMENT. FROM THESE SUBJECTS WERE CHOSEN SETS OF SUBJECTS, EQUATED ON JUDGMENT OF ART. EACH SET WAS DIVIDED AT RANDOM INTO VARIOUS EXPERIMENTAL GROUPS. THE GROUPS WERE REQUIRED TO RESPOND WITH ESTHETIC JUDGMENT TO A LARGE NUMBER OF PAIRS OF ART OBJECTS PRESENTED ON SLIDES. ESTHETIC JUDGMENT WAS FOUND TO BE RELATED TO AMOUNT OF BACKGROUND IN ART. THERE WAS NO WAY OF ASSESSING TO WHAT EXTENT THIS REFLECTS AN INFLUENCE OF BACKGROUND ON ESTHETIC JUDGMENT SCORE AND TO WHAT EXTENT IT REFLECTS A TENDENCY FOR PEOPLE WITH BETTER ESTHETIC JUDGMENT TO BE MORE INTERESTED IN ART AND THUS OBTAIN MORE EXPERIENCE WITH IT. THE RESULTS OF THIS STUDY CONSTITUTE TENTATIVE FINDINGS WHICH MIGHT WELL SERVE AS SOURCES OF HYPOTHESES IN THE STUDY OF OTHER GROUPS. OF SPECIAL IMPORTANCE WAS THE GENERAL PATTERN INTO WHICH A NUMBER OF FINDINGS FELL, SUGGESTING THAT GOOD ESTHETIC JUDGMENT IS LARGELY AN OUTCOME OF A GENERAL COGNITIVE APPROACH TO THE WORLD, AN APPROACH INVOLVING SEARCH FOR COMPLEX AND NOVEL EXPERIENCE WHICH IS THEN UNDERSTOOD AND EVALUATED THROUGH RELATIVELY AUTONOMOUS INTERACTIONS OF THE INDIVIDUAL WITH OBJECTS WHICH PROVIDE SUCH EXPERIENCE. (JH)

ED 002 820 24

THE IDENTIFICATION AND MEASUREMENT OF SECONDARY SCHOOL HOMEMAKING TEACHERS' ATTITUDES AND OTHER CHARACTERISTICS ASSOCIATED WITH THEIR ABILITY TO MAINTAIN DESIRABLE LEARNING SITUATIONS.
BY- FORD, ROXANA R. HOYT, CYRIL J.
MINNESOTA UNIV., MINNEAPOLIS, SCH. OF HOME ECON.
REPORT NUMBER CRP-244 PUB DATE 60
MINNESOTA UNIV., MINNEAPOLIS, COLL. OF EDUCATION
EDRS PRICE MF-$0.27 HC-$7.84 196P.

DESCRIPTORS- #COGNITIVE MEASUREMENT, #EFFECTIVE TEACHING, #HOME ECONOMICS EDUCATION, #MEASUREMENT TECHNIQUES, #PSYCHOLOGICAL PATTERNS, #TEACHER ATTITUDES, #TEACHER CHARACTERISTICS, ABILITY IDENTIFICATION, CLASSROOM ENVIRONMENT, EVALUATION TECHNIQUES, HOMEMAKING SKILLS, INTEREST TESTS, LEARNING, MINNEAPOLIS, MINNESOTA, OPINIONS, SECONDARY SCHOOLS, SELF EVALUATION, TEACHER QUALIFICATIONS,

TECHNIQUES FOR BUILDING AN ADEQUATE PROFILE TO DESCRIBE TEACHER REQUIREMENTS AND PSYCHOLOGICAL CHARACTERISTICS NEEDED FOR SATISFACTORY HOMEMAKING INSTRUCTION WERE STUDIED. WHEN THE PARTICULAR REQUIREMENTS OF A TEACHING POSITION WERE CONSIDERED IN CONJUNCTION WITH SUFFICIENT KNOWLEDGE OF THE CHARACTERISTICS OF A TEACHER CANDIDATE, EXPECTATIONS WERE THAT THE QUALITY OF HOME ECONOMICS INSTRUCTION WOULD IMPROVE AND THAT LOSSES TO THE PROFESSION COULD BE DECREASED. THE ATTAINED LEVEL, THE VARIABILITY, AND THE INTERRELATIONS AMONG SEVEN ATTITUDINAL MEASURES OF SAMPLE OF HOMEMAKING TEACHERS IN A 26-STATE AREA WERE INVESTIGATED. ATTITUDES SELECTED FOR STUDY WERE TOWARD THE PROFESSION, THE COMMUNITY, COWORKERS AND THE SCHOOL COMMUNITY, SUBJECT MATTER, FAMILIAR INTERPERSONAL RELATIONS, AND TWO MEASURES TOWARD PUPILS. "CRITERIA FOR CLASSROOM EFFECTIVENESS" IN HOME ECONOMICS EDUCATION WERE DEVELOPED, AND CRITERION SUBJECT GROUPS WERE SELECTED TO RESPOND TO STUDY INVENTORIES. A CLASSROOM-TEACHER OBSERVATION PHASE WAS ALSO CONDUCTED. NORMS FOR THE TEACHER ATTITUDE SCORES WERE DEVELOPED AND DIFFERENCES NOTED FOR EACH OF FIVE SCHOOL-SIZE STRATA CONSIDERED AND FOR THE COMBINED GROUP. MORE WIDESPREAD RESEARCH WAS RECOMMENDED IN THE PROJECT CONCLUSIONS IN TERMS OF OBSERVATIONS, ATTITUDE INVENTORIES, AND SIZE SAMPLE. OBSERVATIONS BY NON-HOME ECONOMICS PERSONNEL WILL ALSO BE USEFUL IN FUTURE STUDIES. (JH)

ED 002 821 24

AN ANALYSIS OF THE ORGANIZATION OF EDUCATION AS A SUBJECT OF STUDY.
BY- BRAUNDER, CHARLES J. COWLEY, W.H.
STANFORD UNIV., CALIF.
REPORT NUMBER CRP-245 PUB DATE 62
EDRS PRICE MF-$0.90 HC-$22.56 564P.

DESCRIPTORS- #ACADEMIC ENRICHMENT, #EDUCATIONAL EXPERIENCE, #EDUCATIONAL PHILOSOPHY, #EDUCATIONAL PRINCIPLES, #GENERAL EDUCATION, #MENTAL TESTS, CALIFORNIA, CONCEPT FORMATION, COURSE ORGANIZATION, LEARNING THEORIES, PLANNING, STANFORD, STUDENT EXPERIENCES, TEACHER EXPERIENCES,

A STUDY PROGRAM WAS DESIGNED TO CLARIFY THE DEFINITION OF THE TERM 'EDUCATION' AND TO DEVELOP AN ORGANIZATIONAL PLAN WHICH COULD BE USED IN THE STUDY OF EDUCATION. THE OBJECTIVES WERE--(1) TO SEARCH OUT THE SIGNIFICANT PLANS, PAST AND PRESENT, EMPLOYED IN THE STUDY OF EDUCATION, (2) TO ESTABLISH THE PLACE OF SYSTEMATIZATION OF ACADEMIC SUBJECT MATTER IN THE FIELD. AN HISTORICAL REVIEW OF THE SYSTEMATIC FORMULATIONS RELATING TO THE STUDY OF EDUCATION WAS UNDERTAKEN. THESE FORMULATIONS WERE ANALYZED TO IDENTIFY THE PRINCIPLES AND CONCEPTS INVOLVED. A TENTATIVE SYSTEM WAS THEN CONSTRUCTED FOR CLASSIFYING EDUCATION STUDY. THIS PROGRAM WAS CONDUCTED IN TWO PARTS--(1) EDUCATION AS A SUBJECT OF STUDY, AND (2) EDUCATION AS A LITERARY DISCIPLINE. (JH)

ED 002 822 24

A STATEWIDE INQUIRY INTO DECISIONS OF YOUTH ABOUT EDUCATION BEYOND HIGH SCHOOL.
BY- LITTLE, J. KENNETH
WISCONSIN UNIV., MADISON, SCH. OF EDUC.
REPORT NUMBER CRP-247 PUB DATE SEP 58
EDRS PRICE MF-$0.27 HC-$5.32 133P.

DESCRIPTORS- #COLLEGE ATTENDANCE, #HIGH SCHOOL GRADUATES, #STATE PROGRAMS, #STATISTICAL SURVEYS, #STUDENT MOTIVATION, ABILITY IDENTIFICATION, COLLEGE ADMISSION, COLLEGE PREPARATION, FACTOR ANALYSIS, HIGHER EDUCATION, MADISON, PARENT INFLUENCE, QUESTIONNAIRES, WISCONSIN,

A STATEWIDE STATISTICAL SURVEY WAS MADE OF THE VARIOUS SITUATIONS AND CIRCUMSTANCES WHICH AFFECT THE DECISIONS OF HIGH SCHOOL STUDENTS TO CONTINUE THEIR EDUCATION AFTER GRADUATION. OPINIONS AND INFORMATION WERE GATHERED FROM MORE THAN 40,000 HIGH SCHOOL STUDENTS AND COLLEGE GRADUATES. PARENTS AND TEACHERS ALSO CONTRIBUTED. A FOLLOWUP STUDY WAS MADE OF THOSE PROMISING HIGH SCHOOL GRADUATES WHO DID NOT ENTER COLLEGE. COLLECTED INFORMATION WAS USED TO ESTABLISH FACTS FOR PLANNING STATE PROGRAMS OF HIGHER EDUCATION AND TO TEST PROCEDURES DESIGNED TO IDENTIFY YOUNG PEOPLE HAVING HIGH POTENTIAL FOR EDUCATIONAL ACHIEVEMENT AND TO MOTIVATE THEM TO ENTER AND COMPLETE COLLEGE. ADDITIONAL FOLLOWUP SURVEYS WILL BE PLANNED TO--(1) EVALUATE THE ACCOMPLISHMENTS OF THOSE PERSONS WHO DID NOT CONTINUE THEIR EDUCATION, AND (2) IDENTIFY REASONS FOR ENTERING AND FOR CHOICE OF STUDY OF COLLEGE GRADUATES WHO DECIDE TO GO ON TO GRADUATE SCHOOL. THIS STUDY LOCATED AREAS WHERE INVESTIGATION IN GREATER DEPTH WOULD BE PROFITABLE. WORK IS NEEDED IN THE AREAS WHERE INVESTIGATION IN GREATER DEPTH WOULD BE PROFITABLE. WORK IS NEEDED IN THE AREA OF HUMAN INFLUENCES AT HOME, AT SCHOOL, AND IN THE COMMUNITY TO HELP YOUTHS SEE THEMSELVES AND THEIR POTENTIALITIES IN PERSPECTIVE AND TO MAKE IT POSSIBLE FOR THEM TO ACHIEVE THEIR PROMISE. (JH)

ED 002 823 24

PARENTAL INFLUENCE UPON DECISIONS OF SCHOLASTICALLY TALENTED YOUTH CONCERNING HIGHER EDUCATION.
BY- YOUNG, DONALD D.
WISCONSIN UNIV., MADISON
REPORT NUMBER CRP-247-SUPPLEMENT PUB DATE 58
EDRS PRICE MF-$0.36 HC-$8.60 215P.

DESCRIPTORS- #HIGH SCHOOL STUDENTS, #HIGHER EDUCATION, #PARENT ATTITUDES, #PARENT INFLUENCE, #PARENTAL BACKGROUND, COMPARATIVE ANALYSIS, MADISON, WISCONSIN,

THE PRIMARY PURPOSE OF THIS INVESTIGATION WAS TO DETERMINE WHETHER THERE ARE IMPORTANT DIFFERENCES IN SELECTED PARENTAL BACKGROUND FACTORS BETWEEN SCHOLASTICALLY TALENTED HIGH SCHOOL GRADUATES WHO CONTINUE THEIR EDUCATION IN DEGREE-GRANTING INSTITUTIONS AND THOSE WHO DO NOT. THERE WERE TWO RELATED PROBLEMS--(1) TO DETERMINE THE AMOUNT OF STABILITY OF THE POST-HIGH SCHOOL PLANS OF THESE SCHOLASTICALLY TALENTED YOUTH, AND (2) TO REPORT ON THE SPECIFIC ACTIVITIES IN WHICH THEY WERE ENGAGED IN THE FALL OF 1957. DATA USED FOR THE STUDY WERE OBTAINED BY A STATEWIDE SURVEY OF 3,500 HIGH SCHOOL SENIORS CONCERNING PLANS BEYOND HIGH SCHOOL AND FAMILY BACKGROUND. A SPECIAL ANALYSIS OF

8,500 SENIORS WAS USED AS A LATER SAMPLING. A SURVEY OF THEIR PARENTS DETERMINED WHAT THEY WERE DOING AND FURNISHED ADDITIONAL FAMILY BACKGROUND INFORMATION. THE CONCLUSIONS AFTER ANALYSIS OF DATA WERE THAT THE EDUCATION LEVEL ATTAINED BY PARENTS, OCCUPATION OF FATHER, ECONOMIC STATUS, FINANCIAL HELP FROM PARENTS, AND PARENTAL ENCOURAGEMENT WERE SIMILAR IN BOTH THE STUDENTS WHO WENT ON TO HIGHER EDUCATION AND THOSE WHO DID NOT. THERE WAS A HIGH DEGREE OF STABILITY BETWEEN THE VARIOUS PLANS OF THE GROUP EXPRESSED IN THE SPRING AND THE REALIZATION OF THE PLANS. (GC)

ED 002 824 24

PERCEPTION OF SYMBOLS IN SKILL LEARNING BY MENTALLY RETARDED, GIFTED, AND NORMAL CHILDREN.
BY- HARRIS, THEODORE L. AND OTHERS
WISCONSIN UNIV., MADISON, SCH. OF EDUC.
REPORT NUMBER CRP-263 PUB DATE JUL 61
CONTRACT OEC-SAE-7135
EDRS PRICE MF-$0.36 HC-$8.96 224P..

DESCRIPTORS- *COMPARATIVE ANALYSIS, *ELEMENTARY SCHOOL STUDENTS, *GIFTED, *HANDWRITING SKILLS, *MENTAL RETARDATION, HANDWRITING INSTRUCTION, MADISON, WISCONSIN, WRITING SKILLS,

THE PROCESS OF PERCEIVING LANGUAGE SYMBOLS AS CUES FOR MEANING, MODELS FOR SKILL PERFORMANCE, AND DEFINITIONS OF VALUE PERCEPTION WAS INVESTIGATED. THE OBJECTIVES WERE (1) TO COMPARE THE PERFORMANCE ON SELECTED PERCEPTUAL TASKS OF SAMPLING POPULATIONS OF MENTALLY RETARDED, AVERAGE, AND SUPERIOR CHILDREN, AND (2) TO ANALYZE THESE FINDINGS IN RELATION TO THEIR IMPLICATIONS FOR THE TEACHING-TRAINING PROCESS. THIRTY PUPILS IN GRADES 4, 5, AND 6 AT THREE IQ LEVELS--60-69, 96-109, AND 130-139--WERE TESTED AND STUDIED INTENSIVELY FOR PERCEPTION OF FUNDAMENTAL SCHOOL LEARNING TASKS OF WRITING, READING, SPELLING, AND ARITHMETIC. THE PRESENCE AND DIFFERENTIATION OF NORMATIVE AND ASPIRATIONAL PERCEPTIONS HAVE BEEN DEMONSTRATED AS BEING PRESENT IN THE WRITING BEHAVIOR OF ALL INTELLIGENCE GROUPS, AND THE LACK OF STABILITY IN THE WRITING PERFORMANCE OF MIDDLE-GRADE STUDENTS SUGGESTED THE IMPORTANCE OF THIS KIND OF DEVELOPMENT IN THE SKILL TRAINING OF ELEMENTARY SCHOOL CHILDREN. RESEARCH AND REDIRECTION OF SKILL TRAINING ARE NEEDED, AND A MORE ADEQUATE HANDWRITING EDUCATIONAL PROGRAM IS REQUIRED.

ED 002 825 24

PSYCHOLOGICAL CHARACTERISTICS UNDERLYING THE EDUCABILITY OF THE MENTALLY RETARDED CHILD. I. CONCEPT FORMATION AND TRANSPOSITION IN YOUNG MENTALLY RETARDED AND NORMAL CHILDREN.
BY- MARTIN, WILLIAM E. BLUM, ABRAHAM H.
PURDUE UNIV., LAFAYETTE, IND.
REPORT NUMBER CRP-266 PUB DATE 25 FEB 60
CONTRACT OEC-SAE-7150
EDRS PRICE MF-$0.09 HC-$1.84 46P.

DESCRIPTORS- *COMPARATIVE ANALYSIS, *CONCEPT FORMATION, *LEARNING DIFFICULTIES, *MENTALLY HANDICAPPED, *RETARDED CHILDREN, INDIANA, INDIANAPOLIS, LAFAYETTE, LEARNING OF MIDDLE SIZE TASK (LMST), ODDITY-LEARNING TASK (OLT),

REPORTED HERE IS A COMPARATIVE-DEVELOPMENTAL ANALYSIS OF TRANSPOSITION AND LEARNING IN YOUNG MENTALLY NORMAL AND MENTALLY SUBNORMAL CHILDREN. THE STUDY ATTEMPTED TO DETERMINE THE EXTENT AND NATURE OF THE LEARNING DEFICIT OF THE MENTALLY RETARDED CHILD. TWO LEARNING TASKS WERE DEVISED TO PERMIT SAMPLING PERFORMANCE ON SUCCESSIVE SERIES OF DISCRIMINATION TASKS. TRANSFER OF LEARNING BETWEEN THE TWO TASKS WAS ASSESSED FOR THE MENTALLY NORMAL AND MENTALLY SUBNORMAL SUBJECTS. RESULTS WERE THEN CORRELATED WITH CHRONOLOGICAL AGE, NATURE OF THE STIMULUS, CUE, SEX, AND MENTAL GROUPINGS (NORMAL, FAMILIAL, AND MONGOLOID). ON THE FIRST TASK, AN ODDITY LEARNING TASK, A SIGNIFICANT DIFFERENCE WAS OBSERVED AMONG TOTAL TRANSPOSITION SCORES OF THE THREE GROUPS. THE DIFFERENCE DISAPPEARED AFTER ADJUSTMENT OF MEAN DIFFERENCE IN MENTAL AGE. SCORES OF BOYS IN THE NORMAL AND FAMILIAL GROUPS WERE SUPERIOR TO SCORES OF GIRLS. THE REVERSE WAS OBSERVED IN THE MONGOLOID GROUP. THERE WAS NO DIFFERENCE BETWEEN NORMAL AND FAMILIAL GROUPS IN INCIDENCE OF TRANSPOSITION ON THE SECOND LEARNING TASK. IT WAS CONCLUDED THAT DEFICITS OF FAMILIAL SUBNORMAL CHILDREN CAN PROBABLY ACCOUNT FOR THEIR MENTAL AGE. MONGOLOID CHILDREN EXPERIENCE DISCRIMINATION AND GENERALIZATION DEFICITS THAT CANNOT BE ATTRIBUTED TO MENTAL AGE. THE RESULTS SUPPORT THE BELIEF THAT LEARNING DEFICIT IS CRITICALLY RELATED TO THE ABILITY TO DIRECT AND MAINTAIN ATTENTION. (WN)

ED 002 826 24

GUIDANCE AND ELEMENTARY SCHOOL CLIMATE.
BY- MILLER, MARIAN B.
DELAWARE STATE DEPT. OF PUB. INSTRUCTION, DOVER
REPORT NUMBER CRP-273 PUB DATE 61
EDRS PRICE MF-$0.18 HC-$2.68 67P.

DESCRIPTORS- *COMPARATIVE ANALYSIS, *ELEMENTARY SCHOOL STUDENTS, *NONGRADED CLASSES, *NONGRADED PRIMARY SYSTEM, CONVENTIONAL INSTRUCTION, DELAWARE, DOVER, EDUCATIONAL RESEARCH, TRADITIONAL SCHOOLS,

THIS STUDY WAS DESIGNED TO EVALUATE THE DEVELOPMENTAL PROGRESS OF CHILDREN IN AN UNGRADED PRIMARY SCHOOL PROGRAM. THE EXPERIMENTAL SUBJECTS WERE SIX GROUPS OF CHILDREN WHO WERE COMPARED WITH STUDENTS IN THE SAME SCHOOL OPERATING IN A TRADITIONAL GRADED SYSTEM. DATA WERE GATHERED THROUGH (1) TEACHER OBSERVATION OF PUPIL HEALTH AND BEHAVIOR SYMPTOMS, (2) PUPILS MATURATION BASED ON PHYSICAL EXAMINATIONS AND X-RAYS, (3) TESTS ON INTELLIGENCE, ACHIEVEMENT, APTITUDES, AND INTERESTS, AND (4) CASE CONFERENCES WITH PARENTS AND TEACHERS. THE CONCLUSIONS DRAWN IN ACADEMIC ACHIEVEMENT WERE--(1) ARITHMETIC WAS SIGNIFICANTLY BETTER IN CONVENTIONALLY GRADED SCHOOLS, (2) THERE WAS NO DIFFERENCE IN SPELLING, (3) BOTH GROUPS ACQUIRED THE SAME AMOUNT OF GENERAL INFORMATION, AND (4) WORD FLUENCY WAS SUPERIOR IN THE EXPERIMENTAL GROUP. THE DATA WERE NOT EXTENSIVE, BUT THERE WAS EVIDENCE TO SUPPORT THE HYPOTHESIS THAT THE SCHOOL CLIMATE WHICH IS GUIDANCE ORIENTED AND DOES NOT HAVE ARTIFICIALLY IMPOSED GRADE NORMS TENDS TO PRODUCE STUDENTS WHO HAVE A MORE REALISTIC CONCEPT OF THEIR OWN CAPABILITY IN SCHOOL-ASSOCIATED TASKS. (GC)

ED 002 827 24

ATTITUDES OF HIGH SCHOOL STUDENTS AS RELATED TO SUCCESS IN SCHOOL.
BY- EDWARDS, T. BENTLEY WILSON, ALAN B.
CALIFORNIA UNIV., BERKELEY

REPORT NUMBER CRP-274 PUB DATE 1 NOV 60
CONTRACT OEC-SAE-7143
EDRS PRICE MF-$0.18 HC-$2.48 62P.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *INTEREST RESEARCH, *INTEREST SCALES, *STUDENT INTERESTS, BERKELEY, CALIFORNIA, HIGH SCHOOL STUDENTS, INTEREST TESTS, VOCATIONAL INTERESTS,

THE PURPOSE OF THIS STUDY WAS TO CLARIFY UNDERSTANDING OF SPECIALIZATION OF INTERESTS AND ATTITUDES OF HIGH SCHOOL STUDENTS AND THE RELATION OF THESE MENTAL CONSTRUCTS TO ACADEMIC ACHIEVEMENT. THE MAJOR OBJECTIVES WERE TO DEFINE ATTITUDES WHICH LEAD TO INTRINSIC INTEREST IN SUBJECT-MATTER CONTENT AND TO DEVELOP AN INSTRUMENT FOR SCALING THE DEFINED ATTITUDES. ITEM ANALYSIS AND SELECTION WERE BASED ON SAMPLES OF 92 HIGH SCHOOL SCIENCE STUDENTS, WITH FOLLOWUP QUESTIONNAIRES TO 325 HIGH SCHOOL SCIENCE STUDENTS ENROLLED IN A COLLEGE PREPARATORY COURSE, AND A FINAL SAMPLING OF 3,750 STUDENTS IN THE SAN FRANCISCO BAY AREA. INVESTIGATIONS WERE MADE OF (1) THE ASSOCIATIONS BETWEEN ATTITUDINAL VARIABLES, RELATIVE ACHIEVEMENT IN VARIOUS SCHOOL SUBJECTS, AND VOCATIONAL AND EDUCATIONAL ASPIRATIONS OF HIGH SCHOOL STUDENTS, AND (2) PARTIAL ASSOCIATIONS WITH VARIABLES IN SUBGROUPS, HOMOGENEOUS WITH RESPECT TO AGE, SEX, SOCIOECONOMIC STATUS OF PARENTS, AND IQ. A LICKERT-TYPE ATTITUDE INVENTORY, STRUCTURED QUESTIONNAIRE, NONDIRECTIVE INTERVIEW, AND EXTANT RECORDS WERE USED TO COLLECT DATA. FOUR EXTREMES OF DECISION-MAKING WERE USED AS END POINTS OF THE ATTITUDE SCALES. CONCLUSIONS INDICATE A DIRECT RELATION BETWEEN ATTITUDE TYPES, SUBJECT INTERESTS, GRADES, AND VOCATIONAL ASPIRATIONS. (GC)

ED 002 828 24

THE ADJUSTMENT OF INDIAN AND NON-INDIAN CHILDREN IN THE PUBLIC SCHOOLS OF NEW MEXICO, SECTIONS 1-2.
BY- ZINTZ, MILES V.
NEW MEXICO UNIV., ALBUQUERQUE, COLL. OF EDUCATION
REPORT NUMBER CRP-275 PUB DATE 60
EDRS PRICE MF-$0.45 HC-$12.28 307P.

DESCRIPTORS- *AMERICAN INDIAN, *COMPARATIVE ANALYSIS, *CULTURAL DIFFERENCES, *ELEMENTARY SCHOOL STUDENTS, *EXPERIMENTAL PROGRAMS, ALBUQUERQUE, CONTROL GROUPS, LANGUAGE HANDICAPS, NEW MEXICO, TEACHER ATTITUDES,

THE PURPOSE OF THIS STUDY WAS TO FIND THE BEST MEANS FOR FACILITATING THE ADJUSTMENT OF INDIANS AND NON-INDIANS IN THE PUBLIC ELEMENTARY SCHOOLS. TAKING INTO CONSIDERATION DIFFERENCES IN CULTURE, VALUE SYSTEMS, LANGUAGE, MOTIVATIONS, AND BEHAVIOR. A BASIC STATEMENT OF DEFINITION AND EXPLANATION OF CULTURAL DIFFERENCES WAS PREPARED FOR TEACHER USE BASED ON AN INTERDISCIPLINARY APPROACH TO THE PROBLEM (EDUCATIONAL, SOCIOLOGICAL, ANTHROPOLOGICAL, AND PSYCHOLOGICAL). PILOT SCHOOLS WHERE INTEGRATION IS OCCURRING WERE SELECTED AS THE EXPERIMENTAL GROUP FOR DESCRIPTIVE STUDY. THE TEACHERS IN THESE SCHOOLS WERE ASSISTED IN RELATING THE DEFINED CULTURAL DIFFERENCES TO THEIR CLASSROOM PROCEDURES. SCHOOL SITUATIONS WERE DESCRIBED IN TERMS OF TEACHER METHODOLOGY, TEACHER-PUPIL BEHAVIOR, PARENT PARTICIPATION, AND MEASURES ON THE SUBJECTS, INCLUDING SOCIOMETRIC STUDIES, STANDARD READING TESTS, AND MEASURES OF ORAL LANGUAGE COMMUNICATION IN ENGLISH. THE CONTROL GROUP WAS DRAWN FROM OTHER INDIAN AND NON-INDIAN CLASSROOM SITUATIONS, INDIAN CLASSROOMS SUPERVISED BY THE INDIAN SERVICE, AND PUBLIC SCHOOL CLASSROOMS ENROLLING NO INDIAN CHILDREN. AN EXTREME AMOUNT OF EDUCATIONAL RETARDATION EXISTED. LACK OF TEACHER UNDERSTANDING OF THE CULTURES OF THE CHILDREN THEY TEACH, READING RETARDATION, DIFFICULTIES IN UNDERSTANDING ENGLISH AS A SECOND LANGUAGE, AND PROBLEMS IN TEACHING SCIENCE AND ARITHMETIC WERE EMPHASIZED. RECOMMENDATIONS WERE MADE FOR FURTHER STUDIES OF CULTURAL DIFFERENCES, BILINGUAL PROBLEMS, AND REMEDIAL EDUCATION. (GC)

ED 002 829 24

VERBAL LEARNING AMONG CHILDREN WITH REDUCED HEARING ACUITY.
BY- GAETH, JOHN H. AND OTHERS
WAYNE STATE UNIV., DETROIT, MICH.
REPORT NUMBER CRP-289 PUB DATE 60
EDRS PRICE MF-$0.18 HC-$5.00 125P.

DESCRIPTORS- *AUDIOVISUAL INSTRUCTION, *AURALLY HANDICAPPED, *MULTISENSORY LEARNING, *STIMULUS DEVICES, *VERBAL LEARNING, ACADEMIC ACHIEVEMENT, AGE GROUPS, CLASSROOM COMMUNICATION, COMPARATIVE ANALYSIS, DETROIT, LEARNING PROCESSES, MICHIGAN, SENSORY EXPERIENCES, SPEECH IMPROVEMENT, TEACHING TECHNIQUES, VERBAL ABILITY,

COMBINED VISUAL-AUDITORY METHODS FOR TEACHING WERE TESTED, USING AURALLY HANDICAPPED AND NORMAL CHILDREN AS SUBJECTS, TO DEVELOP COMPARATIVE STATISTICS OF LEARNING ABILITY AND AUDITORY TRAINING BENEFITS OVER CONVENTIONAL UNISENSORY TEACHING TECHNIQUES. THE STUDY SAMPLE CONSISTED OF 2,500 CHILDREN. IN THE EXPERIMENTAL PROCEDURE, THE CHILDREN WERE ASKED TO MEMORIZE LISTS OF SIMPLE WORDS PRESENTED VISUALLY (BY MEANS OF A MEMORY DRUM), AUDITORILY (BY THE USE OF A TAPE RECORDER), AND THEN IN A SIMULTANEOUS VISUAL-AUDITORY PRESENTATION. THE BASIC LEARNING FUNCTION WAS DESCRIBED IN NORMAL CHILDREN FROM THE SECOND TO TENTH GRADES AND IN AURALLY HANDICAPPED CHILDREN FROM THE SAME GRADE RANGE WHO HAD SUFFICIENT RESIDUAL HEARING TO RESPOND TO AMPLIFIED STIMULATION. THE SUBJECTS WERE TESTED INDIVIDUALLY, EXCEPT IN ONE GROUP EXPERIMENT. ALTHOUGH NO DEFINITE CONCLUSIONS WERE REACHED REGARDING OVERALL BENEFITS OF THE MULTISENSORY LEARNING TECHNIQUES EMPLOYED, THE PROJECT REPRESENTED AN INITIAL ATTACK UPON THE PROBLEM OF UNDERSTANDING HOW CHILDREN CAN USE AUDITION AND VISION IN LEARNING VERBAL MATERIAL AND HOW HEARING LOSS AFFECTS THIS PROCESS. (JH)

ED 002 830 24

THE IDENTIFICATION AND CLASSROOM BEHAVIOR OF ELEMENTARY SCHOOL CHILDREN GIFTED IN FIVE DIFFERENT MENTAL CHARACTERISTICS.
BY- DAVIS, FREDERICK B. LESSER, GERALD S.
CITY UNIV. OF NEW YORK, HUNTER COLLEGE
REPORT NUMBER CRP-297 PUB DATE 1 SEP 59
CONTRACT OEC-SAE-297(7150)
EDRS PRICE MF-$0.18 HC-$3.48 87P.

DESCRIPTORS- *ABILITY, *CURRICULUM DEVELOPMENT, *EDUCATIONAL IMPROVEMENT, *ELEMENTARY SCHOOL STUDENTS, *GIFTED, ARITHMETIC, CONCEPT FORMATION, ENGINEERING, IDENTIFICATION, INTELLECTUAL DEVELOPMENT, NEW YORK, NEW YORK CITY, PRACTICAL ARTS, SCIENTIFIC METHODOLOGY, SELECTION, STUDENT BEHAVIOR, VERBAL ABILITY,

METHODS OF MEASUREMENT AND A SUITABLE CURRICULUM WERE DEVELOPED AND ASSESSED FOR ELEMENTARY SCHOOL CHILDREN GIFTED IN ONE OR MORE OF THE FOLLOWING RESPECTS--SPACE CONCEPTUALIZATION, VOCABULARY, NUMBER ABILITY, LOGICAL REASONING, AND SCIENTIFIC INFORMATION. EXPERIMENTAL AND CONTROL GROUPS WERE ESTABLISHED OVER A 2-YEAR PERIOD. EVALUATION OF SOCIAL AND MENTAL DEVELOPMENT WAS MADE THROUGH STRUCTURED OBSERVATION, ACHIEVEMENT AND APTITUDE TESTING, AND SOCIOMETRIC TECHNIQUES. PROGRAM RESULTS WERE CONSIDERED SUGGESTIVE ONLY, BASED AS THEY WERE ON A RELATIVELY SMALL NUMBER OF CHILDREN. THERE WAS NO EVIDENCE THAT THE STUDENTS WHO RECEIVED SPECIAL INSTRUCTION IN AREAS WHERE SUPERIORITY WAS SHOWN, BENEFITED MORE IN THESE AREAS THAN DID STUDENTS ENROLLED IN REGULAR CONTROLLED CLASSES. SOME SIGNIFICANT DIFFERENCES WERE NOTED AMONG THE BEHAVIOR PATTERNS OF THE CHILDREN IN THE EXPERIMENTAL CLASSES. APTITUDE TEST SCORES FOR BOTH GROUPS WERE COMPARED AND ANALYZED. (JH)

ED 002 831 24

PROVIDING EDUCATION FOR MIGRANT CHILDREN.
BY- POTTS, ALFRED REDBIRD, HELEN M.
COLORADO STATE DEPT. OF EDUCATION, DENVER
REPORT NUMBER CRP-307 PUB DATE 61
CONTRACT OEC-SAE-307-7289
EDRS PRICE MF-$0.27 HC-$6.40 160P.

DESCRIPTORS- *EDUCATIONAL NEEDS, *MIGRANT CHILDREN, *MIGRANT EDUCATION, *SOCIAL DEVELOPMENT, *SUMMER SCHOOLS, APTITUDE, CLASSROOM TECHNIQUES, COLORADO, CURRICULUM PLANNING, DENVER, EDUCATIONAL FINANCE, EDUCATIONAL IMPROVEMENT, EXPERIMENTAL SCHOOLS, INSERVICE TEACHER EDUCATION, SCHOOL ADMINISTRATION, SCHOOL ORGANIZATION,

THE PROGRAM PURPOSE WAS TO LEARN THE NATURE OF THE PROBLEMS CHARACTERISTIC TO THE EDUCATION OF THE MIGRANT CHILD AND TO ACHIEVE BOTH A STRUCTURE OF EDUCATION AND A KNOWLEDGE OF CONTENT AND METHODOLOGY THAT WOULD MEET HIS NEEDS. THE PROJECT STRUCTURE WAS DEVELOPED TO LEARN ABOUT ORGANIZATION FOR ADMINISTRATION OF EDUCATION PROGRAMS, FINANCIAL SUPPORT OF EDUCATION PROGRAMS, SOCIAL UNDERSTANDING, MOVEMENT OF MIGRANTS AND CAUSES, APTITUDE OF THE PEOPLE, CURRICULUM NEEDS, CLASSROOM METHODS, AND TEACHER NEEDS AND PREPARATION. SEVERAL EXPERIMENTAL SUMMER SCHOOLS FOR MIGRANT CHILDREN WERE ESTABLISHED TO OPERATE OVER A 3-YEAR PERIOD. OTHER SCHOOLS WITH MIGRANT CHILDREN COOPERATED AS A CONTROL GROUP. ALL OF THE CHILDREN PARTICIPATING IN THE STUDY WERE FOUND TO BE BEHIND IN SOCIAL MATURATION IN VARYING MEASURE, AND ALMOST 70 PERCENT WERE BEHIND THE STATUS OF NORMAL GRADE EXPECTANCY. THUS, IT WAS RECOMMENDED THAT ALL SCHOOL-AGE CHILDREN OF MIGRATORY FAMILIES SHOULD BE ENCOURAGED TO ATTEND ANY MAKE-UP SCHOOL FACILITY OPERATED IN THEIR AREA OF TEMPORARY RESIDENCE. SPECIAL SCHOOL TERMS AND OPERATIONAL RECOMMENDATIONS AND PROCEDURES WERE OUTLINED FOR THE MIGRANT LABOR OFFICES AND AGRICULTURAL AREAS OF COLORADO. (JH)

ED 002 832 24

THE COLORADO PROGRAM FOR THE EDUCATION OF MIGRANT CHILDREN, A GUIDE TO ADMINISTRATIVE PROCEDURES FOR PARTICIPATING SCHOOL DISTRICTS.
BY- POTTS, ALFRED M.
COLORADO STATE DEPT. OF EDUCATION, DENVER
REPORT NUMBER CRP-307-SUPPLEMENT PUB DATE 61
EDRS PRICE MF-$0.09 HC-$1.64 41P.

DESCRIPTORS- *EDUCATIONAL LEGISLATION, *EDUCATIONAL OPPORTUNITIES, *MIGRANT CHILDREN, *MIGRANT EDUCATION, AGRICULTURAL LABORERS, COLORADO, COLORADO PROGRAM, DENVER, EDUCATIONAL EQUALITY, EDUCATIONALLY DISADVANTAGED, MIGRANT CHILDREN EDUCATIONAL ACT, MIGRANTS,

THE GENERAL PURPOSE OF THE COLORADO MIGRANT CHILDREN EDUCATIONAL ACT OF 1961 IS TO PROVIDE EDUCATIONAL OPPORTUNITIES FOR THE CHILDREN OF MIGRATORY AGRICULTURAL WORKERS WHO ARE RESIDENTS OF THE UNITED STATES BUT NOT PERMANENTLY DOMICILED IN THE SCHOOL DISTRICT. ITS INTENT IS TO PROVIDE SCHOOL EXPERIENCES AND FACILITIES WHICH WILL BE APPROPRIATE TO THE NEEDS AND ABILITIES OF THESE CHILDREN, AND EQUIVALENT TO THOSE PROVIDED FOR PERMANENT RESIDENTS. IMPLICIT IN THE PROGRAM IS THE NEED FOR ALL CITIZENS TO RECOGNIZE THEIR RESPONSIBILITY FOR THE FULLEST DEVELOPMENT OF EACH CHILD'S POTENTIAL. AS MIGRATORY FAMILIES MOVE FROM ONE WORK LOCATION TO ANOTHER IT IS CONSIDERED THE DUTY OF THE PUBLIC SCHOOL SYSTEMS OF COLORADO TO PROVIDE EDUCATIONAL OPPORTUNITIES FOR THE CHILDREN, TO WELCOME THEM INTO THE SCHOOLS WHEREVER THEY ARE TEMPORARILY LOCATED, AND IN EVERY WAY TO ENCOURAGE ENROLLMENT AND REGULAR ATTENDANCE DURING WHATEVER PERIOD A CHILD IS IN THE SCHOOL DISTRICT. INDEED, THE ACT REQUIRES SCHOOL AUTHORITIES TO ENFORCE ATTENDANCE OF MIGRANT CHILDREN DURING REGULAR TERMS IN THE SAME MANNER AS IS DONE WITH ALL OTHER STUDENTS. (GC)

ED 002 833 24

VOTERS AND THEIR SCHOOLS, AND COMMUNITIES AND THEIR SCHOOLS.
BY- ODELL, WILLIAM R. AND OTHERS
STANFORD UNIV., CALIF., INST.FOR COMMUNIC. RES.
REPORT NUMBER CRP-308 PUB DATE 1 DEC 60
EDRS PRICE MF-$0.90 HC-$23.12 578P.

DESCRIPTORS- *COMMUNITY COORDINATION, *EDUCATIONAL NEEDS, *FINANCIAL SUPPORT, *NATIONAL SURVEYS, *PUBLIC OPINION, *SCHOOL COMMUNITY RELATIONSHIP, CALIFORNIA, COMMUNITY ATTITUDES, COMMUNITY RESPONSIBILITY, COMMUNITY SKILLS, EDUCATIONAL FINANCE, EDUCATIONAL PROBLEMS, INFORMATION DISSEMINATION, INTERVIEWS, PUBLIC EDUCATION, PUBLIC SUPPORT, QUESTIONNAIRES, SOCIOECONOMIC INFLUENCES, STANFORD,

A STUDY SURVEY WAS CONDUCTED TO DETERMINE WHETHER OR NOT VOTERS WOULD GIVE FINANCIAL SUPPORT TO EDUCATIONAL PROJECTS IF THEY WERE FULLY INFORMED OF NEEDS, AND WHETHER CURRENT COMMUNICATION TECHNIQUES WERE ADEQUATE IN EFFECTIVELY INFORMING THE PUBLIC OF SCHOOL NEEDS. SPECIFIC VOTER AND COMMUNITY CHARACTERISTICS WERE EXPLORED AS THEY RELATE TO EDUCATIONAL UNDERSTANDING. SUCH FACTORS AS SOCIOECONOMIC PROBLEMS, ATTITUDINAL AND BEHAVIORAL CHARACTERISTICS, COMMUNICATION TECHNIQUES, AND METHODS TO INCREASE LAY PARTICIPATION IN SCHOOL ACTIVITIES WERE INCLUDED. RESEARCH WAS CONDUCTED OVER A 3-YEAR PERIOD. THE FOLLOWING SURVEYS WERE MADE--(1) NEARLY 5,000 INTERVIEWS WITH REGISTERED VOTERS IN FIVE CITIES, (2) AN INTERVIEWING OF THE COMPLETE SCHOOL STAFF OF ONE SCHOOL DISTRICT (769 PERSONS), (3) PERSONAL INTERVIEWS WITH SCHOOL AND COMMUNITY LEADERS IN 82 SCHOOL DISTRICTS ACROSS THE COUNTRY, AND (4) A MAIL QUESTIONNAIRE SENT TO APPROXIMATELY 1,000 SCHOOL DISTRICTS IN THE UNITED STATES. SURVEY RESULTS INDICATED A SITUATION IN WHICH THE

PUBLIC VIEWS SCHOOLS AS THE PRODUCERS OF A PRODUCT--THE TRAINED CHILD. IT WAS FOUND THAT SCHOOLS MUST FALL SHORT OF COMPLETE SATISFACTION, SOCIETY BEING AS COMPETITIVE AS IT IS AND PARENTS HAVING THE ASPIRATIONS THEY DO. CONCLUSIONS SHOW THAT PERSONS RESPONSIBLE FOR EDUCATIONAL INTERESTS AND LOCAL COMMUNITY LEADERS SHOULD STRIVE FOR GREATER UNDERSTANDING. WAYS TO ACHIEVE THEIR MUTUAL GOALS ARE SUMMARIZED. (JH)

ED 002 834 24

POPULATION TRENDS AND EDUCATIONAL CHANGE IN THE STATE OF WASHINGTON.
BY- SCHMID, CALVIN F. MILLER, VINCENT A.
WASHINGTON UNIV., SEATTLE
REPORT NUMBER CRP-309 PUB DATE 60
WASHINGTON STATE CENSUS BOARD, SEATTLE
EDRS PRICE MF-$0.27 HC-$6.36 159P.

DESCRIPTORS- *COMMUNITY INFLUENCE, *EDUCATIONAL CHANGE, *EDUCATIONAL OBJECTIVES, *POPULATION TRENDS, *SOCIOECONOMIC INFLUENCES, DEMOGRAPHY, ECOLOGICAL FACTORS, EDUCATIONAL FACILITIES, EDUCATIONAL FINANCE, EDUCATIONAL PROBLEMS, ENROLLMENT TRENDS, FACTOR ANALYSIS, SCHOOL ACTIVITIES, SCHOOL ADMINISTRATION, SCHOOL ORGANIZATION, SEATTLE, SOCIAL CHANGES, WASHINGTON,

THE IMPACT OF SOCIAL, ECONOMIC, AND POPULATION CHANGES IN THE STATE OF WASHINGTON WERE ANALYZED TO DETERMINE RELATIONSHIPS TO AND INFLUENCES UPON PUBLIC EDUCATIONAL TRENDS, ESPECIALLY WITH RESPECT TO PHYSICAL FACILITIES, CURRICULUMS, STAFF, FINANCES, AND ADMINISTRATION. FOR THE PURPOSE OF THIS STUDY, THE STATE WAS GROUPED INTO LOGICAL AND RELATIVELY HOMEGENEOUS TERRITORIAL COMPONENTS WHERE THE VARIOUS FACTORS IN EDUCATIONAL AND SCHOOL CHANGE WERE INVESTIGATED AS FUNCTIONAL RESPONSES TO OVERALL COMMUNITY NEEDS AND CHANGES. DATA WERE OBTAINED FROM CENSUS TRACT PUBLICATIONS AND TABULATIONS, PRIVATE AND PAROCHIAL REPORTS, OFFICIAL RECORDS, FILES, INTERVIEWS, AND OBSERVATION. EXTENSIVE USE WAS MADE OF GRAPHIC TECHNIQUES IN THE REPORT, FACILITATING AND SIMPLIFYING THE NUMEROUS STATISTICAL PRESENTATIONS. STUDY CONCLUSIONS PROVIDED AN UNDERSTANDING OF THE MORE SERIOUS PROBLEMS RELATING TO THE SCHOOLS IN THE STATE AND OF THE FORCES AND CONDITIONS PRODUCING THEM. (JH)

ED 002 835 24

WYOMING MENTAL ABILITY SURVEY, 1957-58.
BY- LINFORD, VELMA
WYOMING STATE DEPT. OF EDUCATION, CHEYENNE
REPORT NUMBER CRP-313 PUB DATE 10 MAY 59
EDRS PRICE MF-$0.18 HC-$3.08 77P.

DESCRIPTORS- *MENTAL RETARDATION, *RETARDED CHILDREN, *SCREENING TESTS, *STATISTICAL SURVEYS, CHEYENNE, IDENTIFICATION, MENTAL TESTS, WYOMING,

A STATEWIDE PROGRAM WAS INITIATED IN WYOMING FOR THE PURPOSES OF DISCOVERING THE EXTENT OF MENTAL RETARDATION AMONG ELEMENTARY AND SECONDARY STUDENTS IN THE STATE, DETERMINING WHERE THE MENTALLY RETARDED ARE FOUND, AND PLANNING AN EDUCATIONAL PROGRAM FOR THEM. GROUP MENTAL TESTS WERE APPLIED TO 67,620 CHILDREN WHICH REPRESENTED 91.8 PERCENT OF THE PUBLIC SCHOOL ENROLLMENT AND 86.5 PERCENT OF THE NONPUBLIC ENROLLMENT AT THE TIME. AN INDIVIDUAL TEST WAS GIVEN TO 1,383 CHILDREN (73 PERCENT OF THE STUDENTS WHOSE IQ'S FELL BELOW 76 ON THE FIRST TEST) THIS LATTER TEST WAS SUPPLEMENTED BY OTHER AVAILABLE DATA REGARDING EACH CHILD, INCLUDING ACHIEVEMENT TESTS, MEDICAL AND SOCIAL HISTORIES, AND PSYCHIATRIC EXAMINATIONS. ALL INFORMATION WAS INTERPRETED FOR EACH CHILD WITH RESPECT TO DEGREE OF MENTAL RETARDATION AND APPROPRIATENESS OF EDUCATIONAL CLASSIFICATION. THE OVERALL SURVEY NOT ONLY REVEALED INFORMATION FOR WHICH IT WAS INTENDED, BUT IT ALSO ACCOMPLISHED MUCH MORE IN TERMS OF A GENERAL EDUCATIONAL, STATISTICAL PICTURE FOR USE IN FURTHER SCHOOL IMPROVEMENT AND PLANNING IN THE STATE. (JH)

ED 002 836 24

THE IDENTIFICATION AND DEVELOPMENT OF TALENT IN HETEROGENEOUSLY GROUPED STUDENTS IN A GENERAL EDUCATION PROGRAM AT THE SECONDARY SCHOOL LEVEL.
BY- ALBERTY, ELSIE J. AND OTHERS
OHIO STATE UNIV., COLUMBUS
REPORT NUMBER CRP-320 PUB DATE 30 JUN 59
EDRS PRICE MF-$0.36 HC-$8.72 218P.

DESCRIPTORS- *HETEROGENEOUS GROUPING, *SECONDARY SCHOOL STUDENTS, *STUDENT DEVELOPMENT, *TALENT DEVELOPMENT, *TALENT IDENTIFICATION, COLUMBUS, FUNDAMENTAL CONCEPTS, GENERAL HIGH SCHOOLS, OHIO, STUDENT ATTITUDES, STUDENT BEHAVIOR,

AN INVESTIGATION WAS MADE TO DEVELOP A CONCEPTUAL MODEL OF TALENT IN ADOLESCENCE AND TO IDENTIFY "INDICES OF TALENT" THAT MANIFEST THEMSELVES IN STUDENT BEHAVIOR TO PROVIDE FOR INDIVIDUAL TALENT IDENTIFICATION AND DEVELOPMENT WITHIN THE HETEROGENEOULSY GROUPED SECONDARY SCHOOL CLASSROOM. THE DESIGN OF THE STUDY WAS OF A DEVELOPMENTAL NATURE. THE PROJECT CENTERED ON APPROXIMATELY 175 STUDENTS IN GRADES 7 THROUGH 12, ENROLLED IN A LABORATORY SCHOOL ON THE OHIO STATE UNIVERSITY CAMPUS. THERE WERE FOUR STEPS IN THE DEVELOPMENT OF THE PRELIMINARY TALENT MODEL, INCLUDING EXPLORATORY INTERVIEWS WITH UNIVERSITY FACULTY, INTERDISCIPLINARY DISCUSSION GROUP MEETINGS, RECORDS EXAMINATIONS OF SEVERAL UNUSUALLY TALENTED SUBJECTS, AND A SYNTHESIS OF ALL PERTINENT DATA AND RESEARCH MATERIALS. STEPS WERE THEN TAKEN TO VALIDATE THE PRELIMINARY MODEL. THE PROCEDURE REQUIRED SOLICITATION AND ANALYSIS OF PROFESSIONAL FACULTY OPINIONS, SOME ACTUAL CLASSROOM OBSERVATIONS, AND A COMPREHENSIVE SURVEY AND REVIEW OF RELATED LITERATURE. THE PROJECT STAFF THEN PRODUCED A REVISED MODEL OF TALENT AND A TALENT INDEX, BASED UPON A DETAILED DESCRIPTION OF "TALENTED BEHAVIOR" AS A FUNCTION OF THE OVERALL INDIVIDUAL PERSONALITY. A FOLLOW-UP PROGRAM WAS RECOMMENDED TO DEVELOP A CURRICULUM USING THE CONCEPTUAL INFORMATION DEFINED BY THE INITIAL STUDY. (JH)

ED 002 837 24

LANGUAGE ABILITY IN THE MIDDLE GRADES OF THE ELEMENTARY SCHOOL.
BY- LOBAN, WALTER
CALIFORNIA UNIV., BERKELEY
REPORT NUMBER CRP-324 PUB DATE 01 MAR 61
CONTRACT OEC-SAE-7287
EDRS PRICE MF-$0.27 HC-$5.96 149P.

DESCRIPTORS- *LANGUAGE ABILITY, *LANGUAGE DEVELOPMENT, *LANGUAGE FLUENCY, *ORAL COMMUNICATION, *READING, *WRITING, BERKELEY, CALIFORNIA, ELEMENTARY SCHOOL STUDENTS, THE OBJECTIVE OF THE REPORT WAS TO INVESTIGATE AND EVALUATE CHILDREN, K-6, IN LANGUAGE DEVELOPMENT--ITS USE, CONTROL, AND EFFECTIVENESS IN ORAL, WRITTEN, AND READING COMMUNICATION. THE STUDY WAS ALSO CONCERNED WITH DEVELOPING FUNDAMENTAL METHODS OF ANALYSIS TO AID THE SCIENTIFIC STUDY OF CHILDREN'S LANGUAGE FOR THE FUTURE. THE SAMPLES OF LANGUAGE WERE DRAWN FROM 338 PRIMARY SCHOOL CHILDREN AT REGULAR INTERVALS OVER A 4-YEAR PERIOD. TWO SUBGROUPS, REPRESENTING HIGH AND LOW LANGUAGE PROFICIENCY, WERE SELECTED FROM THE TOTAL GROUP. THE CONTROLLED INDIVIDUAL INTERVIEW SITUATION WAS IDENTICAL FOR ALL SUBJECTS. DATA INCLUDED RECORDS OF THE SUBJECTS' SPEECH, WRITING, READING, AND LISTENING AND INFORMATION ON HEALTH, MENTAL ABILITY, SOCIOECONOMIC STATUS, SCHOOL ACHIEVEMENT, AND SCHOOL ATTENDANCE. IN THE FIRST PHASE OF THE STUDY THE MOST IMPORTANT ACHIEVEMENT WAS THE ESTABLISHMENT OF THE OBJECTIVE METHODS OF ANALYSIS. BY COMBINING THE CONCEPT OF A SEMANTIC SYNTACTIC UNIT WITH PHONOLOGICAL METHODS OF SEGMENTATION, AND BY IDENTIFYING AND DEALING WITH THE NONCOMMUNICATIVE ELEMENTS, THE MAZES, A NEW AND USEFUL METHOD OF LANGUAGE ANALYSIS WAS SHAPED. IN THE FIRST 4 YEARS OF SCHOOLING, THE SUBJECTS SHOWED NOTABLE INCREASE IN FLUENCY, EFFECTIVENESS AND CONTROL, STRUCTURAL CONTROL, CONVENTIONAL USAGE AND GRAMMAR, COHERENCY THROUGH THE USE OF SUBORDINATION, TENTATIVE THINKING THROUGH THE USE OF PROVISIONAL AND CONDITIONAL STATEMENTS, READING AND WRITING, AND CONTROL OF MAZES, AND SHOWED A POSITIVE RELATIONSHIP AMONG THE LANGUAGE ARTS. (GC)

ED 002 838 24

SOURCES OF PROFESSIONALISM, A STUDY OF HIGH SCHOOL TEACHERS.
BY- COLOMBOTOS, JOHN L.
MICHIGAN UNIV., ANN ARBOR
REPORT NUMBER CRP-330
EDRS PRICE MF-$0.36 HC-$9.96 249P.

DESCRIPTORS- *CAREER PLANNING, *HIGH SCHOOLS, *PERFORMANCE FACTORS, *TEACHER BACKGROUND, *TEACHER MOTIVATION, *TEACHER ROLE, ANN ARBOR, INSTRUCTIONAL STAFF, INTERVIEWS, JOB ANALYSIS, MICHIGAN, OBJECTIVES, QUESTIONNAIRES, SCHOOL ORGANIZATION, TEACHER CHARACTERISTICS, TEACHER QUALIFICATIONS, TEACHER RECRUITMENT,

AN INVESTIGATION WAS CONDUCTED OF THE DISTINCTIVE CHARACTERISTICS OF HIGH SCHOOL TEACHERS AS CONTRASTED WITH THEIR PEERS IN A BUSINESS ORGANIZATION. THE EFFECT OF THIS DISTINCTIVENESS ON THE PERSONAL NATURE OF TENSIONS AND CONFLICTS ASSOCIATED WITH JOB PERFORMANCE, CAREER GOALS, AND CAREER PATTERNS WAS ALSO STUDIED. ITS GENERAL OBJECTIVE WAS TO ADD TO BASIC UNDERSTANDING OF THE TEACHING PROFESSION AND TO THE MEANINGS TEACHERS ASSIGN TO THEIR JOBS, THAT IS, TO FIND OUT WHAT DISTINGUISHES A PROFESSIONALLY ORIENTED TEACHER FROM HIS LESS-TECHNICAL, LESS-AUTONOMOUS COUNTERPART. THIS "PROFESSIONALISM" WAS EVALUATED THROUGH THE USE OF QUESTIONNAIRES AND PERSONAL INTERVIEWS, CORRELATING THE ATTITUDE WITH EARLY INDIVIDUAL SOCIALIZATION, PRESENT WORK CONTEXT, AND ORGANIZATIONAL PERFORMANCE. CONCLUSIONS REGARDING THE EFFECTS OF EARLY SOCIALIZATION UPON "PROFESSIONALISM" INVOLVED THE SEX ROLE, SOCIAL BACKGROUND, RELIGION, AND INTEGRATION SETTING. ON-THE-JOB EFFECTS INVOLVED ROLE DIFFERENTIATION (SUBJECT-MATTER FIELD), WORKING CLIMATE OF THE SCHOOL, PROFESSIONAL TRAINING, PARTICIPATION IN PROFESSIONAL ASSOCIATIONS, AND INFORMAL COLLEAGUE RELATIONS. THE CONSEQUENCES OF "PROFESSIONALISM" ON THREE ASPECTS OF PERFORMANCE--JOB EFFECTIVENESS, PROCEDURALISM, AND OVERTIME--ARE SHOWN. (JH)

ED 002 839 24

MEASUREMENT OF THE EDUCABILITY OF SEVERELY MENTALLY RETARDED CHILDREN.
BY- GRACE, ALONZO AND OTHERS
NEW YORK UNIV., SCH. OF EDUCATION
REPORT NUMBER CRP-332 PUB DATE 59
CONTRACT OEC-SAE-7783
EDRS PRICE MF-$0.18 HC-$4.60 115P.

DESCRIPTORS- *ABILITY IDENTIFICATION, *EDUCABLE MENTALLY HANDICAPPED, *MENTAL RETARDATION, *MENTAL TESTS, *PSYCHOMETRICS, ACADEMIC ABILITY, DIAGNOSTIC TESTS (EDUCATION), LEARNING PROCESSES, NEW YORK, NEW YORK CITY, RETARDED CHILDREN, RETENTION, TRAINING, TRANSFER OF TRAINING,

THE PURPOSE OF THIS STUDY WAS TO INVESTIGATE A TESTING METHOD FOR OBTAINING OBJECTIVE, QUANTIFIED, PREDICTIVE MEASURES OF EDUCABILITY FOR MENTAL RETARDATES. THE METHOD WAS DESIGNED TO MEASURE ABILITIES ON WHICH EDUCATION DEPENDS--NAMELY, THE ABILITY TO LEARN UNDER TRAINING, TO TRANSFER THE TRAINING, AND TO RETAIN THE LEARNING. TWO SAMPLES WERE USED--A PILOT GROUP OF 115 AND A FINAL GROUP OF 114. SUBJECTS IN THE FINAL GROUP HAD A MEAN IQ OF 36 AND AN AVERAGE AGE OF 95 MONTHS. THE FINAL TEST BATTERY WAS ADMINISTERED INDIVIDUALLY TO TEACH EACH SUBJECT AND INCLUDED A TEST OF IMITATIVE ABILITIES AND MEMORY, A SIZE DISCRIMINATION TEST, A SHAPE DISCRIMINATION TEST, AND TWO TESTS OF BRIGHTNESS DISCRIMINATION. ALL OF THE SUBJECTS RECEIVED THE FIRST FOUR TEST ADMINISTRATIONS WHICH YIELDED PRETRAINING, POST-TRAINING, TRANSFER, AND RETENTION SCORES RESPECTIVELY. OF THE TOTAL SAMPLE, 102 TOOK THE FIFTH TEST SERIES, BASED ON RETENTION, AND 36 WERE AVAILABLE FOR THE LAST TESTS, REPETITIONS OF THE FIRST 4 TESTS. INTELLIGENCE EXERTED A GREATER SIGNIFICANT EFFECT ON THE SCORES OF EVERY TEST THAN THE FACTORS OF AGE, TIME SPENT IN SCHOOL, SEX, OR MEDICAL DIAGNOSTIC CATEGORY. THE RELATIONSHIP BETWEEN LEARNING PERFORMANCE AND INTELLIGENCE LEVEL WAS SIGNIFICANTLY GREATER ON EVERY TEST THAN THAT BETWEEN INTELLIGENCE LEVEL AND INITIAL PERFORMANCE. THE ANCILLARY FINDINGS SUGGEST THE APPLICABILITY OF THE MATERIALS AND TRAINING METHODS DEVELOPED FOR THE TESTS TO CURRICULAR MATERIALS AND CLASSROOM METHODS, AND THE SUITABILITY OF TESTING USED FOR OTHER GROUPS OF CHILDREN. (JH)

ED 002 840 24

AN ANALYSIS OF COMMUNITY SERVICE PROGRAMS OF JUNIOR COLLEGES.
BY- REYNOLDS, JAMES W.
TEXAS UNIV., AUSTIN
REPORT NUMBER CRP-333 PUB DATE 59
EDRS PRICE MF-$0.18 HC-$2.64 66P.

DESCRIPTORS- *COMMUNITY COORDINATION, *COMMUNITY PLANNING, *COMMUNITY SERVICE PROGRAMS, *EDUCATIONAL NEEDS, *JUNIOR COLLEGES, COMMUNITY ATTITUDES, INTERVIEWS, QUESTIONNAIRES, TEXAS, UNIVERSITY OF TEXAS,

A CONCISE DESCRIPTION OF THE FUNDAMENTAL ELEMENTS IN THE

COMMUNITY SERVICE PROGRAM ACTIVITIES OF JUNIOR COLLEGES WAS DEVELOPED, AND THE PROBLEMS ASSOCIATED WITH THE DEVELOPMENT OF SUCH COMMUNITY PROGRAMS WERE INVESTIGATED. THE STUDY WAS BASED ON THE FOLLOWING QUESTIONS--(1) OF WHAT DOES A COMMUNITY SERVICE PROGRAM CONSIST, (2) HOW COMPREHENSIVE ARE THESE PROGRAMS IN TERMS OF BROAD CATEGORIES AND IN TERMS OF PEOPLE SERVED, (3) WHAT FACTORS INHIBIT AND WHAT FACTORS FACILITATE THE DEVELOPMENT OF THESE PROGRAMS, AND (4) WHAT ADMINISTRATIVE MACHINERY IS USED TO SUPERVISE THESE PROGRAMS. THE PROJECT WAS EXPLORATORY IN NATURE AND INVOLVED A PILOT STUDY OF THREE JUNIOR COLLEGES IN TEXAS, FOLLOWED BY FURTHER STUDY USING NINE ADDITIONAL JUNIOR COLLEGES IN THREE DIFFERENT GEOGRAPHICAL AREAS OF THE COUNTRY. DATA WERE OBTAINED FROM INTERVIEWS AND CONFERENCES, RECORDS, AND QUESTIONNAIRES. INFORMATION SOURCES WERE CITIZENS, COLLEGE FACULTY AND STUDENTS, COMMUNITY AGENCIES AND ORGANIZATIONS, GOVERNMENT AGENCIES, AND OTHERS. THE STUDY PRODUCED A BASIS FOR EVALUATION OF A COMMUNITY SERVICE PROGRAM FOR JUNIOR COLLEGES, AND A RECOMMENDATION WAS MADE FOR FURTHER STUDY TO DESIGN WAYS TO ASSOCIATE THE LOWER SOCIAL CLASSES WITH SUCH SERVICES. VARIABLES WERE NOTED AMONG THE SCHOOLS IN THE STUDY AS TO THE NATURE OF A COMMUNITY PROGRAM ACTIVITIES AND THEIR RELATIONSHIP TO CERTAIN FIELDS OF EDUCATION. THESE WERE ATTRIBUTED TO SCHOOL TYPE, SIZE, AND LOCATION AND TO THE PERSONALITY PATTERN OF THE CHIEF ADMINISTRATOR. (JH)

ED 002 841

24

INVESTIGATION OF THE USE OF STATISTICS IN COUNSELING STUDENTS.
BY- HEWES, ROBERT F.
MASSACHUSETTS INST. OF TECH., CAMBRIDGE
REPORT NUMBER CRP-336 PUB DATE 1 JAN 60
EDRS PRICE MF-$0.18 HC-$3.80 95P.

DESCRIPTORS- *COLLEGE STUDENTS, *COUNSELING SERVICES, *PROGRAM PLANNING, *STUDENT PLACEMENT, CAMBRIDGE, MASSACHUSETTS, PROGRAM EVALUATION, STUDENT DEVELOPMENT,

THE OBJECTIVE WAS TO EMPLOY TECHNIQUES OF PROFILE ANALYSIS TO DEVELOP THE JOINT PROBABILITY OF SELECTING A SUITABLE SUBJECT MAJOR AND OF ASSURING TO A HIGH DEGREE GRADUATION FROM COLLEGE WITH THAT MAJOR. THE SAMPLE INCLUDED 1,197 MIT FRESHMEN STUDENTS IN 1952-53, AND THE VALIDATION GROUP INCLUDED 699 ENTRANTS IN 1954. DATA INCLUDED SECONDARY SCHOOL GRADES, RANK AND TYPE OF SCHOOL ATTENDED, COLLEGE BOARD SCORES, INTENDED COLLEGE MAJOR AT TIME OF APPLICATION AND MATRICULATION, FIRST SEMESTER GRADES AT MIT (INDEPENDENT VARIABLES) GRADE AVERAGE AT MIT, COLLEGE MAJOR IN LAST SEMESTER OF ATTENDANCE, AND BACHELOR'S DEGREE EARNED (DEPENDENT VARIABLES). REGRESSION ANALYSIS WAS USED TO DERIVE A PREDICTION OF CHANCES FOR GRADUATION GIVEN MEMBERSHIP IN A PARTICULAR MAJOR. DISCRIMINANT ANALYSIS WAS EMPLOYED TO DERIVE THE PROBABILITY OF MEMBERSHIP IN A PARTICULAR MAJOR. THE CONCLUSIONS REACHED WERE THAT THE PROBABILITIES WOULD FAIL IN PASSING NEW AND RELEVANT INFORMATION TO THE STUDENT AS FAR AS HIS ACADEMIC SCORES ARE CONCERNED. (GC)

ED 002 842

24

DEVELOPMENT OF FISCAL RELATIONSHIPS OF STATE DEPARTMENTS OF EDUCATION.
BY- BURR, SAMUEL E.
AMERICAN UNIV., WASHINGTON, D.C.
REPORT NUMBER CRP-341 PUB DATE NOV 60
EDRS PRICE MF-$0.18 HC-$4.24 106P.

DESCRIPTORS- *EDUCATIONAL FINANCE, *FINANCIAL POLICY, *INTERSTATE PROGRAMS, *QUESTIONNAIRES, *SURVEYS, DISTRICT OF COLUMBIA, RESEARCH, STATE AID,

AN INSTRUMENT FOR INVESTIGATING THE FISCAL RELATIONSHIPS OF STATE DEPARTMENTS OF EDUCATION WAS DEVELOPED BY THE PROJECT STAFF, REVIEWED BY AN ADVISORY COMMITTEE AND CONSULTANTS IN SCHOOL FINANCE, AND TESTED IN FIVE STATES--ALABAMA, MAINE, MINNESOTA, PENNSYLVANIA, AND WASHINGTON. THE INSTRUMENT IS IN TWO PARTS--A DATA SHEET, AND A WORK SHEET. THE DATA SHEET IS A FOUR-PART QUESTIONNAIRE COVERING THE FOLLOWING SUBJECTS--(1) CONSTITUTIONAL PROVISIONS FOR EDUCATION, (2) CONSTITUTIONAL CONTROL OF EDUCATION, (3) AUTHORITIES AND RESPONSIBILITIES OF STATE BOARDS, AND (4) INTERNAL OPERATIONS OF THE STATE DEPARTMENT OF EDUCATION. THE WORK SHEET IS A NINE-PART QUESTIONNAIRE COVERING (1) BUDGET MAKING FOR THE STATE DEPARTMENT OF EDUCATION, (2) EXPENDITURES FROM BUDGET TERMS AT STATE DEPARTMENT LEVELS, (3) ALLOCATION OF MONEYS FROM THE STATE BUDGET TO LOCAL SCHOOL DISTRICTS, (4) STATE UNIVERSITIES AND COLLEGES, (5) KINDS OF BOOKKEEPING SYSTEMS IN USE, (6) INTERSTATE CONDITIONS AFFECTING OPERATION OF THE STATE DEPARTMENT, (7) EFFECT OF TRADITION ON STATE SCHOOL FINANCE, (8) THE STATE DEPARTMENT AND HIGHER EDUCATION, AND (9) PERSONNEL PRACTICES. SEPARATE REPORTS WERE PREPARED FOR, FURNISHED TO, AND COMPLETED BY THE FIVE STATES THAT PARTICIPATED IN THIS PROJECT. (GC)

ED 002 843

24

CHARACTERISTICS OF TEACHER BEHAVIOR RELATED TO THE ACHIEVEMENT OF CHILDREN IN SEVERAL ELEMENTARY GRADES.
BY- HEIL, LOUIS M. AND OTHERS
CITY UNIV. OF NEW YORK, BROOKLYN COLL.
REPORT NUMBER CRP-352 PUB DATE MAY 60
CONTRACT OEC-SAE-7285
EDRS PRICE MF-$0.18 HC-$5.00 125P.

DESCRIPTORS- *BEHAVIOR PATTERNS, *INTELLIGENCE LEVEL, *PERSONALITY PROBLEMS, *STUDENT TEACHER RELATIONSHIP, *TEACHER ATTITUDES, ACADEMIC ACHIEVEMENT, ATTITUDES, BROOKLYN, CHILDREN, ELEMENTARY GRADES, NEW YORK, TEACHER EDUCATION,

THE VARIOUS KINDS OF TEACHER BEHAVIOR WHICH ARE ASSOCIATED WITH THE ACHIEVEMENT OF CHILDREN OF DIFFERENT KINDS OF PERSONALITY AND LEVELS OF INTELLIGENCE, AND THE PREDICTORS OF THOSE TEACHER BEHAVIORS ASSOCIATED WITH THE ACHIEVEMENT OF THE DIFFERENT KINDS OF CHILDREN WERE STUDIED. THE SAMPLE INCLUDED APPROXIMATELY 1,500 CHILDREN (GRADES 3 THROUGH 6) AND 60 CLASSES IN THE NEW YORK METROPOLITAN AREA. THE SELECTION OF THE SAMPLE PROVIDED A WIDE RANGE OF SOCIOECONOMIC LEVELS AMONG THE CHILDREN AND TEACHING COMPETENCIES AMONG THE TEACHERS. THE LATTER WAS DETERMINED BY SUPERVISORS' OPINIONS. DATA FOR CHILDREN INCLUDED PERSONALITY DESCRIPTION, PRE- AND POST-TEST ACHIEVEMENT SCORES, SOCIOMETRIC EVIDENCE, AND IQ FOR TEACHERS. DATA FOR TEACHERS INCLUDED OBSERVATION OF BEHAVIOR, PERSONALITY DESCRIPTION, ACADEMIC INTEREST, AND INFORMATIONAL BACKGROUND. THE FINDINGS OF THIS STUDY ARE CONSISTENT WITH THOSE OF OTHER

INVESTIGATORS, THAT IS, THERE WAS A NEGLIGIBLE CORRELATION OF CHILDREN'S ACHIEVEMENT BOTH WITH OBSERVERS' RATINGS OF TEACHER EFFECTIVENESS AND WITH TEACHER KNOWLEDGE. IN MANY INSTANCES THE TEACHERS RECEIVING POORER RATINGS BY OBSERVERS ARE THE ONES OBTAINING HIGHER ACHIEVEMENT WITH THE CHILDREN. SINCE ALL OF THE TEACHERS IN THIS STUDY HAVE HAD PROFESSIONAL TRAINING, THE LACK OF ANY SIGNIFICANT CORRELATION OF CHILDREN'S ACHIEVEMENT EITHER WITH THE EVIDENCE FROM THE OBSERVATION MATERIAL OR THE TEACHER KNOWLEDGE DATA IS WITHIN THIS POPULATION OF TEACHERS. IT WAS EVIDENT THAT NOT ONLY IS TEACHER KNOWLEDGE AN UNIMPORTANT VARIABLE AS A CRITERION OF TEACHER EFFECTIVENESS BUT ALSO OBSERVER RATINGS, PER SE, ARE PRACTICALLY WORTHLESS IN THIS RESPECT. (JL)

ED 002 844 24

DEVELOPMENT OF THE MEANS FOR THE ASSESSMENT OF THE QUALITY OF TEACHING IN ELEMENTARY SCHOOLS.
BY- HUGHES, MARIE M. AND OTHERS
UTAH UNIV., SALT LAKE CITY
REPORT NUMBER CRP-353 PUB DATE 59
EDRS PRICE MF-$0.54 HC-$16.63 418P.

DESCRIPTORS- *STUDENT TEACHER RELATIONSHIP, *TEACHER EVALUATION, *TEACHER QUALIFICATIONS, CLASSROOM ENVIRONMENT, ELEMENTARY SCHOOL TEACHERS, SALT LAKE CITY, STUDENT BEHAVIOR, STUDENT REACTION, TEACHER ATTITUDES, TEACHING METHODS, TEACHING QUALITY, UTAH,

DEFINING AND DESCRIBING GOOD TEACHING AND THE PROCESS BY WHICH IT CAN BE DETERMINED WITH RELIABILITY WERE THE GOALS OF THIS STUDY. CHARACTERISTICS OF GOOD TEACHERS WERE DIFFERENTIATED, TEACHING ACTS OF GOOD TEACHERS WERE DEFINED, AND AN OVERALL DESCRIPTION OF GOOD TEACHING WAS DEVELOPED. AS A RESULT OF THE STUDY, A MODEL FOR GOOD TEACHING WAS FORMULATED. A CONCLUSION TO BE DRAWN FROM THIS STUDY OF TEACHERS IS THAT THE RELATIONSHIP OF TEACHER TO CHILD REFLECTS TO A MARKED DEGREE THE ADULT-CHILD RELATIONSHIP OF OUR CULTURE. THE SELECTION OF TEACHERS FOR PROFESSIONAL TRAINING SHOULD CONTINUE TO BE GIVEN CAREFUL ATTENTION. TO BEST CULTIVATE GROWTH AND LEARNING, THE TEACHER SHOULD REMEMBER THAT EACH RESPONSE TO A CHILD IS A MATTER OF CONSCIOUS DISCRIMINATION, AND HE MUST TAKE INTO CONSIDERATION THE REACTION OR RESPONSE OF THE CHILD. (JL)

ED 002 845 24

A STUDY OF THE MODIFICATION OF PARENTAL ATTITUDES TOWARD AN UNDERSTANDING OF MENTALLY RETARDED CHILDREN.
BY- HARRIS, DALE B. SHECHTMAN, AUDREY
MINNESOTA UNIV., MINNEAPOLIS, INST. OF CHILD DEV.
REPORT NUMBER CRP-365 PUB DATE 59
CONTRACT OEC-SAE-7774
EDRS PRICE MF-$0.18 HC-$4.44 111P.

DESCRIPTORS- *FAMILY PROBLEMS, *MENTAL RETARDATION, *PARENT ATTITUDES, *PARENT EDUCATION, *RETARDED CHILDREN, DAY CARE SERVICES, GROUP THERAPY, MINNEAPOLIS, MINNESOTA, SMALL GROUP INSTRUCTION,

THE EFFECT OF CONTACT WITH PERSONNEL OF A DAY CARE CENTER WAS COMPARED WITH VARIOUS METHODS OF COUNSELING IN ASSISTING PARENTS OF TRAINABLE RETARDED CHILDREN TO ADJUST TO THE FAMILY PROBLEMS CREATED BY THE RETARDATION. MAJOR OBJECTIVES WERE--(1) TO COMPARE ATTITUDE CHANGE AMONG PARENTS WHO OBTAIN COUNSELING THROUGH (A) INCIDENTAL CONTACTS WITH PERSONNEL IN A DAY CENTER AND (B) A SMALL GROUP DISCUSSION MEETING HELD REGULARLY AT THE DAY CARE CENTER, (2) TO COMPARE ATTITUDE CHANGE AMONG STUDENTS WHOSE PARENTS WERE SUBJECTED TO THE VARYING COUNSELING PATTERNS, (3) TO COMPARE FACTUAL INFORMATION GAINS AMONG THE THREE PARENT GROUPS, AND (4) TO ANALYZE THE CHANGE AMONG PARENTS IN THE THREE GROUPS IN RELATION TO THE PERSONALITY OF THE PARENT, THE PARENT'S LEVEL OF EDUCATION, AND THE SEVERITY AND TYPE OF DEFECT OF THE CHILD. THE FINDINGS WERE ESSENTIALLY NEGATIVE. NO EVIDENCE COULD BE DEVELOPED THAT ONE METHOD WAS SUPERIOR TO OTHERS, OR, INDEED, THAT ANY GROUP SHOWED SIGNIFICANT GAIN ON ANY INFORMATION, ATTITUDE, OR SKILL VARIABLE. NEVERTHELESS, THE INDIRECT EVIDENCE ACQUIRED SEEMS SIGNIFICANT. PARENTS SEEM TO HAVE BENEFITED IN SELF-FEELING AND SELF-ATTITUDE THROUGH AGENCY CONTACT. MORE LENGTHY CONTACT BETWEEN AGENCIES AND PARENTS IS RECOMMENDED. (JL)

ED 002 846 24

A STUDY OF THE INTERESTS OF CHILDREN AND YOUTH.
BY- WITTY, PAUL A. AND OTHERS
NORTHWESTERN UNIV., EVANSTON, ILL.
REPORT NUMBER CRP-367 PUB DATE 59
EDRS PRICE MF-$0.27 HC-$5.56 139P.

DESCRIPTORS- *CHILDHOOD ATTITUDES, *INTEREST RESEARCH, *INTEREST SCALES, *STUDENT INTERESTS, *STUDENT TEACHER RELATIONSHIP, EVANSTON, HOBBIES, ILLINOIS, INTERVIEWS, QUESTIONNAIRES, RECREATIONAL ACTIVITIES, STUDENT NEEDS,

MAIN OBJECTIVES WERE TO INVESTIGATE, THROUGH INVENTORIES AND QUESTIONNAIRES, THE ACTIVITIES AND ATTITUDES OF PUPILS IN GRADES 3-9 IN RELATION TO RECREATIONAL PURSUITS, VOCATIONAL AND EDUCATIONAL INTERESTS, ENTERTAINMENT MEDIA, AND READING PREFERENCES AND TO RELATE THESE INTERESTS TO SUCH FACTORS AS AGE, SEX, AND BACKGROUND. THE MOST CONSPICUOUS FEATURE WAS THE WAY IN WHICH THE INTERESTS OF PUPILS REFLECT THE MECHANIZED SOCIETY AND THE GENERAL IMPACT OF THE MASS MEDIA ON LIFE. HOBBIES, CRAFTS, MUSIC, AND CULTURAL ACTIVITIES WERE SELDOM MENTIONED. IT APPEARS THAT THE PRESENT PATTERN OF INTERESTS IS TOO HEAVILY WEIGHTED WITH ACTIVITIES ASSOCIATED WITH MASS MEDIA. THERE APPEARS TO BE TOO LITTLE PARTICIPATION IN OUTDOOR ACTIVITY, HOBBIES, AND CREATIVE PURSUITS OF VARIOUS KINDS. MOREOVER, THE MASS MEDIA MAY EXERCISE A RESTRICTING INFLUENCE UPON THE RECREATION, THE VOCATIONAL AMPLIFICATIONS, AND THE READING OF THE BOYS AND GIRLS. IT WAS RECOMMENDED THAT PARENTS AND TEACHERS AID BY ENCOURAGING CHILDREN TO SELECT PROGRAMS WITH DISCRIMINATION AND TO EVALUATE THEM WITH DISCERNMENT. BY JUDICIOUS EFFORTS TO LEAD CHILDREN TO UTILIZE WISELY INTERESTS AWAKENED BY TELEVISION, ADDITIONAL BENEFITS MAY BE REALIZED. (JL)

ED 002 847 24

A COMPARISON OF MASS MEDIA USAGE BY JUNIOR HIGH SCHOOL PUPILS OF EXTREME EDUCATIONAL ACHIEVEMENT AND MENTAL ABILITY.
BY- KINSELLA, PAUL J.
NORTHWESTERN UNIV., EVANSTON, ILL.
REPORT NUMBER CRP-367-SUPPLEMENT-1 PUB DATE JUN 61
EDRS PRICE MF-$0.54 HC-$14.28 357P.

DESCRIPTORS- *COCURRICULAR ACTIVITIES, *EXCEPTIONAL STUDENTS, *JUNIOR HIGH SCHOOLS, *MASS MEDIA, *STUDENT INTERESTS, EVANSTON, GRADE 7, GRADE 8, HIGH ACHIEVERS, ILLINOIS, LEISURE TIME, LOW ACHIEVERS, MOTION PICTURE, NORTHWESTERN UNIVERSITY, PARENT INFLUENCE, RADIO, RECREATIONAL ACTIVITIES, TELEVISION,

THE MOTION PICTURE, RADIO, AND TELEVISION ACTIVITIES AND INTERESTS OF JUNIOR HIGH SCHOOL STUDENTS WERE ASCERTAINED TO DETERMINE POSSIBILITIES FOR BETTER EDUCATIONAL UTILIZATION OF THESE MEDIA. THIS PROJECT WAS CONDUCTED AS A SUPPLEMENTARY ACTIVITY TO COOPERATIVE RESEARCH PROJECT 367, "A STUDY OF INTERESTS OF CHILDREN AND YOUTH" (ED 002 846). PROJECT SUBJECTS WERE APPROXIMATELY 360 STUDENTS IN THE SEVENTH AND EIGHTH GRADES. DIFFERENCES BETWEEN UPPER AND LOWER EDUCATIONAL GROUPS AND BETWEEN UPPER AND LOWER MENTAL ABILITY GROUPS WERE STUDIED TO ANSWER FOUR QUESTIONS--(1) DOES THE TIME WHICH EXTREME ABILITY GROUPS DEVOTE TO MASS MEDIA VARY, (2) IS THERE A DIFFERENCE IN THE APPEAL THAT MASS MEDIA HOLDS FOR EXTREME GROUPS, (3) IS THE USE OF MASS MEDIA ASSOCIATED IN THE SAME MANNER WITH THE ACADEMIC ENDEAVORS OF THE EXTREME GROUPS, AND (4) DO THESE GROUPS VARY IN THE RECEIPT OF ADULT GUIDANCE RELATED TO THE USE OF THE THREE MEDIA. SEX DIFFERENCES WERE NOTED ON EACH OF THESE QUESTIONS. UPPER AND LOWER GROUPS OF EDUCATIONAL ACHIEVEMENT AND UPPER AND LOWER GROUPS OF MENTAL ABILITY WERE FOUND TO BE QUITE SIMILAR WITH RESPECT TO THE ABOVE QUESTIONS. IMPLICATIONS ARE PROVIDED IN THE REPORT FOR BETTER EDUCATIONAL UTILIZATION OF MASS MEDIA BOTH INSIDE AND OUTSIDE THE CLASSROOM. SUGGESTIONS ARE PROVIDED FOR SCHOOL ADMINISTRATORS AND TEACHERS, PARENTS, AND ORGANIZED ADULT GROUPS. (JH)

ED 002 818 24

A STUDY OF THE VOCATIONAL AND EDUCATIONAL INTERESTS OF JUNIOR HIGH SCHOOL GIRLS AND BOYS.
BY- KRIPPNER, STANLEY
NORTHWESTERN UNIV., EVANSTON, ILL.
REPORT NUMBER CRP-367-SUPPLEMENT-2 PUB DATE 61
EDRS PRICE MF-$0.99 HC-$26.44 661P.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *INTELLIGENCE, *JUNIOR HIGH SCHOOLS, *STUDENT INTERESTS, *VOCATIONAL INTERESTS, CAREER PLANNING, EVANSTON, GRADE 7, GRADE 8, HIGH ACHIEVERS, ILLINOIS, INTEREST RESEARCH, LOW ACHIEVERS, PARENT INFLUENCE, STUDENT ATTITUDES, WORK EXPERIENCE,

THE FREQUENCY AND INFLUENCES OF VOCATIONAL TYPE PREFERENCES AMONG APPROXIMATELY 350 SEVENTH AND EIGHTH GRADERS WERE DETERMINED DURING THIS STUDY. PROJECT ACTIVITIES WERE CONDUCTED AS SUPPLEMENTARY TO COOPERATIVE RESEARCH PROJECT NO. 367, "A STUDY OF INTERESTS OF CHILDREN AND YOUTH," AND WERE REPORTED IN A DOCTORAL DISSERTATION. DATA WERE ALSO COLLECTED ON PAST WORK EXPERIENCE, FUTURE EDUCATIONAL PLANS, AND STUDENT ATTITUDES TOWARD COURSES IN WHICH THEY WERE THEN ENROLLED. ACADEMIC ACHIEVEMENT AND MENTAL ABILITY TESTS WERE ADMINISTERED TO ALL STUDENT PARTICIPANTS. BASED ON THE COMBINED RESULTS OF THE TESTS AND ON THE FINDINGS DERIVED FROM THE VARIOUS VOCATIONAL FACTORS PERCEIVED BY THE STUDENTS, ACADEMIC ABILITIES APPEARED TO HAVE A GREATER AMOUNT OF INFLUENCE UPON VOCATIONAL PREFERENCE THAN HAD MENTAL ABILITY. THE RESULTS ALSO SUGGESTED THAT THESE ABILITIES WERE MORE CLOSELY TIED TO THE VOCATIONAL AND EDUCATIONAL INTERESTS OF BOYS THAN OF GIRLS. IMPLICATIONS AND RECOMMENDATIONS WERE PROVIDED FOR PARENTS, TEACHERS AND COUNSELORS CONCERNING THE WIDE RANGE OF INDIVIDUAL DIFFERENCES DEMONSTRATED BY THE STUDY DATA. (JH)

ED 002 849 24

DIFFERENCES BETWEEN GOOD AND POOR PROBLEM SOLVERS.
BY- TATE, MERLE W. AND OTHERS
PENNSYLVANIA UNIV., PHILADELPHIA, SCH. OF EDUCATION
REPORT NUMBER CRP-368 PUB DATE SEP 59
EDRS PRICE MF-$0.18 HC-$4.12 103P.

DESCRIPTORS- *COMPARATIVE ANALYSIS, *COMPARATIVE TESTING, *GRADE 7, *GRADE 8, *PROBLEM SOLVING, CALIFORNIA TEST OF MENTAL MATURITY, COMPARATIVE STATISTICS, DAVIS EELLS GAMES, PENNSYLVANIA, PHILADELPHIA,

SEVENTH- AND EIGHTH-GRADE PUPILS WERE SELECTED FOR THIS STUDY OF DIFFERENCES BETWEEN GOOD AND POOR PROBLEM-SOLVERS AND FOR AN ANALYSIS OF PROBLEM-SOLVING ABILITY. THESE PUPILS WERE OLD ENOUGH FOR MANY TESTS IN LARGE-SCALE FACTOR ANALYSES OF REASONING ABILITY, AND HAVE HAD LITTLE PARTICIPATION IN FORMAL PROBLEM-SOLVING ACTIVITIES. SEVERAL TESTS OF REASONING AND PROBLEM-SOLVING ABILITY WERE USED--(1) DIFFERENTIAL APTITUDE TESTS OF VERBAL AND ABSTRACT REASONING, (2) DAVIS-EELLS GAMES, AND (3) THOUGHT PROBLEMS. ALSO, TESTS OF MECHANICAL REASONING AND MATRICES WERE USED AS A VALIDATING RATHER THAN A CRITERION MEASURE. ON THE BASIS OF THESE RESULTS AND PUPIL ACHIEVEMENT RECORDS, 117 EACH OF POOR AND GOOD PROBLEM-SOLVERS WERE SELECTED AS SUBJECTS. THE SECOND BATTERY INCLUDED GROUP TESTS OF MEMORY RECOGNITION OF PROBLEMS, WORD ASSOCIATION, IDEATIONAL FLUENCY, CLOSURE, JUDGMENT, AND PREFERENCES. FIFTY SUBJECTS IN EACH GROUP WERE SELECTED FOR INDIVIDUAL TESTS. GOOD PROBLEM-SOLVERS PERFORMED SIGNIFICANTLY BETTER THAN POOR ONES ON NEARLY ALL TESTS IN WHICH QUALITY OF RESPONSE, ACCURACY, OR JUDGMENT WAS REQUIRED. WITHOUT EXCEPTION, THE SUPERIORITY OF THE GOOD PROBLEM-SOLVERS INCREASED WITH THE COMPLEXITY OF THE TASKS OR WITH THE RESTRICTION OF THE REQUIREMENTS. THE COMPLEX ABILITY OF PROBLEM RECOGNITION AND JUDGMENT SEEM TO BE INDEPENDENT OF INTELLIGENCE OR READING SKILL. IDEATIONAL FLUENCY APPEARED TO FAVOR THE POOR PROBLEM-SOLVERS WHEN TESTS WERE SCORED ON QUANTITY RESPONSE. (GC)

ED 002 850 24

CLASSROOM ADJUSTMENT OF THE UNDERCHOSEN CHILD THROUGH CHANGES IN TEACHERS' ATTITUDES AND BEHAVIOR.
BY- BOYD, G.R.
TROY STATE COLLEGE, ALA.
REPORT NUMBER CRP-672 PUB DATE DEC 60
CONTRACT OEC-672(8376)
EDRS PRICE MF-$0.18 HC-$5.00 125P.

DESCRIPTORS- *CLASSROOM TECHNIQUES, *EXCEPTIONAL (ATYPICAL), *SOCIALLY MALADJUSTED, *TEACHER ATTITUDES, *TEACHER EVALUATION, ALABAMA, CALIFORNIA ACHIEVEMENT TEST (CAT), CALIFORNIA TEST OF PERSONALITY (CTP), CONTROL GROUPS, EXPERIMENTAL TEACHING, MINNESOTA TEACHER ATTITUDE INVENTORY (MTAI), PURDUE TEACHERS' EXAMINATION, TROY,

THE OBJECTIVE WAS TO DETERMINE WHETHER AN INSERVICE PROGRAM WHICH STRESSES THE STUDY BY A TEACHER OF A SINGLE SOCIALLY UNACCEPTED CHILD LEADS TO A DESIRABLE CHANGE IN THE ATTITUDES, BELIEFS, AND CLASSROOM BEHAVIOR OF THE TEACHER.

THE EXPERIMENTAL GROUP CONSISTED OF 46 CLASSROOM TEACHERS IN 6 COUNTIES, WITH ONE UNACCEPTED CHILD IN EACH OF THE CLASSROOMS CHOSEN FOR INTENSIVE STUDY BY THE TEACHER. THE TEACHERS IN THE EXPERIMENTAL GROUP FORMED A SPECIAL INSERVICE STUDY GROUP UNDER THE DIRECTION OF THE EXPERIMENTERS AND, IN ADDITION, THEY WERE INVOLVED IN CONFERENCES AND OTHER SPECIAL TECHNIQUES. A CONTROL GROUP OF 46 MATCHED TEACHERS WAS CHOSEN BUT DID NOT PARTICIPATE IN THE EXPERIMENTAL INSERVICE PROGRAM. TO DETERMINE THE EFFECT OF INSERVICE TRAINING PROGRAM, THE CALIFORNIA ACHIEVEMENT TEST OF PERSONALITY WAS ADMINISTERED TO ALL CHILDREN IN BOTH GROUPS. SOCIOMETRIC TECHNIQUES WERE USED TO DETERMINE CHANGE IN THE SOCIAL STRUCTURE WITHIN EACH CLASSROOM. BOTH GROUPS OF TEACHERS WERE COMPARED ON THE BASIS OF THE MINNESOTA TEACHER ATTITUDE INVENTORY AND THE PURDUE TEACHERS' EXAMINATION. ALSO, DATA WAS KEPT ON EACH TEACHER'S ABILITY TO EXPECT AND DEAL WITH CHILDREN'S UNACCEPTANCE OF OTHERS. ANALYSIS OF DATA REVEALED THAT--(1) EXPERIMENTAL TEACHERS UNDERWENT GREATER CHANGES IN ATTITUDES OF ACCEPTANCE AND OBJECTIVITY, AS MEASURED BY MTAI AND THE PURDUE EXAMINATION, IN DEALING WITH CHILDREN THAN DID THE CONTROL TEACHERS, AND (2) BECAUSE OF THE SHORT TIMESPAN OF STUDY THE CAT AND CTP DATA WERE INSUFFICIENT. (GC)

ED 002 851 24

ROLE CONFLICT INCIDENCE IN THE TEACHING PROFESSION.
BY- TWYMAN, JOSEPH P.
MISSOURI UNIV., KANSAS CITY
REPORT NUMBER CRP-371-SUPPLEMENT-1 PUB DATE 61
EDRS PRICE MF-$0.27 HC-$7.80 195P.

DESCRIPTORS- *COMPARATIVE ANALYSIS, *PARENTS, *STUDENTS, *TEACHER ATTITUDES, *TEACHER CHARACTERISTICS, KANSAS CITY, MISSOURI, PUBLIC SCHOOLS, SCHOOL PERSONNEL,

THE PRESENT STUDY WAS DIRECTED TOWARD THE IDENTIFICATION OF ROLE CONFLICTS FOR PUBLIC SCHOOL TEACHERS IN A METROPOLITAN AREA. ROLE CONFLICTS WERE DEFINED AS THE EXISTENCE OF DISPARITIES BETWEEN COGNITIONS HELD FOR TEACHER BEHAVIOR OR OTHER CHARACTERISTICS BY MEMBERS OF VARIOUS SOCIAL POSITIONS. ONLY DISPARITIES LOGICALLY IMPLYING A POTENTIAL FOR PERSONAL DISCOMFORT ON THE PART OF THE TEACHER WERE STUDIED. INTERVIEWS WERE CONDUCTED WITH TEACHERS, PARENTS, AND SCHOOL OFFICIALS. THEIR NORMS AND EXPECTATIONS FOR THE TEACHERS WERE COMPARED TO OBTAIN ROLE DISPARITIES. TWO INSTRUMENTS WERE USED--(1) AN OPEN-ENDED INSTRUMENT DESIGNED TO ELICIT COGNITIONS HELD FOR TEACHER CHARACTERISTICS, AND (2) A CLOSED-ENDED INSTRUMENT DESIGNED TO MEASURE COGNITIONS HELD FOR TEACHER BEHAVIORS. NUMEROUS AND SIGNIFICANT ROLE CONFLICTS WERE FOUND TO EXIST FOR TEACHER BEHAVIORS AND OTHER CHARACTERISTICS. THE VARIETY AND NATURE OF THESE ROLE CONFLICTS HAVE IMPLICATIONS FOR AN UNDERSTANDING OF MANY OF OUR CURRENT EDUCATIONAL PROBLEMS. THE FACT THAT MOST OF THE INTERPOSITIONAL ROLE CONFLICTS STEMMED FROM DISAGREEMENTS ON ELEMENTS OF THE TEACHER ROLE BY PUPILS VERSUS ADULTS AND BY PROFESSIONAL INTEREST GROUPS VERSUS NONPROFESSIONAL INTEREST GROUPS IMPLIES A LACK OF CLARITY AND CONSENSUS ON METHODS FOR ACHIEVING OBJECTIVES IN OUR PUBLIC EDUCATIONAL SYSTEM. A REPLICATION OF THIS STUDY IN OTHER COMMUNITIES WITH REFINED INSTRUMENTS AND PROCEDURES IS RECOMMENDED. (GC)

ED 002 852 24

COGNITIVE ACCURACY AND JOB SATISFACTION IN THE TEACHING PROFESSION.
BY- TITUS, SUE
MISSOURI UNIV., COLUMBIA
REPORT NUMBER CRP-371-SUPPLEMENT-2 PUB DATE AUG 62
CONTRACT OEC-SAE-9013-1082
EDRS PRICE MF-$0.18 HC-$3.44 86P.

DESCRIPTORS- *COGNITIVE MEASUREMENT, *OCCUPATIONAL CHOICE, *TEACHER ATTITUDES, *TEACHER EVALUATION, *TEACHING, COLUMBIA, DISCIPLINE, MISSOURI, PERCEPTION, TEACHER CHARACTERISTICS, TEACHER ROLE,

THE OBJECT OF THIS THESIS WAS TO ESTABLISH A RELATIONSHIP WHICH WOULD SHOW INDICATIONS OF TEACHER SATISFACTION TO BE DIRECTLY PROPORTIONAL TO ACCURATE INTERPRETATION, OR COGNITION, OF NORMS AND EXPECTATIONS HELD BY PUBLIC SCHOOL OFFICIALS. DATA WERE DRAWN FROM A LARGER STUDY DONE BY BIDDLE AND ASSOCIATES IN 1961. IN A TEST SAMPLE OF 68 TEACHERS, A POSITIVE ANSWER TO THE PROPOSITION OF SELECTING THE SAME PROFESSION WAS CONSIDERED THE MAJOR INDICATION OF JOB SATISFACTION. BOTH A MANN-WHITNEY AND A SIGN TEST WERE USED TO EVALUATE THE FINDINGS. HOWEVER, NO SIGNIFICANT CAUSAL RELATIONSHIP COULD BE ESTABLISHED BETWEEN COGNITIVE ACCURACY AND TEACHER SATISFACTION. (PM)

ED 002 853 24

TEACHER ROLE AND THE RURAL-URBAN CONTINUUM.
BY- MILLER, ROGER
MISSOURI UNIV., COLUMBIA
REPORT NUMBER CRP-371-SUPPLEMENT-3 PUB DATE JUN 62
CONTRACT OEC-SAE-9013-1082
EDRS PRICE MF-$0.18 HC-$4.56 114P.

DESCRIPTORS- *COGNITIVE MEASUREMENT, *COMMUNITY INFLUENCE, *RURAL URBAN DIFFERENCES, *TEACHER ROLE, COLUMBIA, DISCIPLINE, EMPLOYER EMPLOYEE RELATIONSHIP, INTERVIEWS, MISSOURI, ROLE PLAYING, TEACHER PARTICIPATION,

THE RELATIONSHIPS BETWEEN COMMUNITY TYPE AND THE ROLE OF THE PUBLIC SCHOOL TEACHER WERE INVESTIGATED. THE SAMPLE INCLUDED FOUR COMMUNITY TYPES, REPRESENTING DIFFERENT DEGREES OF URBANIZATION--RURAL, SMALL CITY, SUBURBAN, AND URBAN. INTERVIEW RESPONSES WERE OBTAINED FROM 98 TEACHERS, 261 PEOPLE-IN-GENERAL, AND 67 SCHOOL OFFICIALS WHO INDICATED THEIR PERSONAL EXPECTATIONS WITH RESPECT TO A PREPARED LIST OF TEACHER BEHAVIORS IN CONTEXT. THE RESULTS WERE THEN COMPARED AND INTERPRETED FOR IMPLICATIONS TO BOTH THE TEACHER ROLE AND ROLE THEORY. PROJECT RESULTS REVEALED THAT RURAL-URBAN DIFFERENCES IN THE ROLE OF THE TEACHER WERE NOT SO DRAMATIC AS PREVIOUS STUDIES HAD REPORTED. RURAL PEOPLE SHOWED THAT THEY EXPECTED AND APPROVED A MORE RIGIDLY DISCIPLINED SCHOOL THAN DID THE URBAN RESPONDENTS. THE URBAN GROUP, HOWEVER, WAS MORE LIKELY TO ATTRIBUTE CONFLICTING COGNITIONS TO TEACHERS AND SCHOOL OFFICIALS FOR ITEMS IMPLYING THE EMPLOYEE-EMPLOYER RELATIONSHIP. ALL COMMUNITIES, ON THE OTHER HAND, FAILED TO APPRECIATE THAT TEACHERS WERE GENERALLY NOT INTERESTED IN SPEAKING OUT AT PTA MEETINGS. OVERALL FINDINGS SHOWED THAT THE PUBLIC IS HIGHLY AWARE OF TEACHER BEHAVIOR AND IS BASICALLY QUITE SATISFIED WITH THIS BEHAVIOR. HOWEVER, TEACHERS AND OFFICIALS APPEARED TO BE LESS

SUCCESSFUL IN INFORMING THE COMMUNITY ABOUT THEIR EXPECTATIONS. THIS REPORT WAS WRITTEN AS A THESIS AND SUPPLEMENTS OTHER WORK ACCOMPLISHED UNDER COOPERATIVE RESEARCH PROJECT 371, ENTITLED "ROLE OF THE TEACHER AND OCCUPATIONAL CHOICE." (JH)

ED 002 854 24
POSITIONAL EXPERIENCE AND ACCURACY OF ROLE-COGNITIONS.
BY- MAYS, DANIEL G.
MISSOURI UNIV., COLUMBIA
REPORT NUMBER CRP-371-SUPPLEMENT-4 PUB DATE JUN 62
EDRS PRICE MF-$0.18 HC-$4.44 111P.

DESCRIPTORS- *COGNITIVE MEASUREMENT, *ROLE PLAYING, *SOCIAL ATTITUDES, *SOCIAL RELATIONS, *TEACHER ROLE, BEHAVIOR PATTERNS, COLUMBIA, INTERCOMMUNICATION, MISSOURI, PARENT ATTITUDES, QUESTIONNAIRES, SOCIAL PROBLEMS, SOCIAL STATUS, STUDENT ATTITUDES, TEACHER ATTITUDES,

THE CONCERN OF THIS PROJECT WAS TO ANALYTICALLY COMPARE THE VERIDICALITY AND ACCURACY OF THE SOCIAL ROLE COGNITIONS ABOUT PUBLIC SCHOOL TEACHERS--THAT IS, HOW SIMILAR ARE THE GENERAL PERCEPTIONS OF TEACHER BEHAVIOR TO THEIR ACTUAL BEHAVIOR (VERIDICALITY), AND HOW WELL MATCHED ARE THE PERCEPTIONS ATTRIBUTED TO TEACHERS TO THE ACTUAL BEHAVIORAL PERCEPTIONS HELD BY THE TEACHERS THEMSELVES (ACCURACY). ANTECEDENTS OF BOTH VERIDICALITY AND ACCURACY WERE ALSO EXPLORED, USING TWO INDEPENDENT VARIABLES OF POSITIONAL EXPERIENCE (AWARENESS) AND POSITIONAL DISTANCE (NONAWARENESS). DATA WERE COLLECTED BY QUESTIONNAIRE DURING GROUP INTERVIEWS. THE FORM HAD 50 ITEMS OF TEACHER BEHAVIOR IN A SPECIFIC BACKGROUND OR SETTING. RESPONDENTS INCLUDED TEACHERS, PARENTS, SCHOOL OFFICIALS, AND EDUCATION AND NONEDUCATION STUDENTS. IT WAS DETERMINED AFTER ANALYZING THE DATA OBTAINED FROM THE SAMPLE THAT POSITIONAL EXPERIENCE WAS NOT A POTENT ENOUGH VARIABLE TO PREDICT WITH MUCH RELIABILITY THE DEGREE OF VERIDICALITY AND ACCURACY IN TEACHER ROLE COGNITIONS. FURTHER RESEARCH WAS RECOMMENDED IN THE AREAS OF MOTIVATIONAL AND CONFLICT VARIABLES, VARIETIES OF CONSENSUS AND BEHAVIORAL UNIFORMITY. THE REPORT WAS PREPARED AS A THESIS AND AS A SUPPLEMENTARY DOCUMENT TO COOPERATIVE RESEARCH PROJECT NO. 371, ENTITLED "ROLE OF THE TEACHER AND OCCUPATIONAL CHOICE." (JH)

ED 002 855 24
MOTIVATIONAL STRUCTURE AND PERCEIVED ROLE DISPARITIES.
BY- BENNETT, WILLIAM S., JR.
MISSOURI UNIV., COLUMBIA
REPORT NUMBER CRP-371-SUPPLEMENT-5 PUB DATE JAN 62
EDRS PRICE MF-$0.18 HC-$3.08 77P.

DESCRIPTORS- *ATTITUDES, *BEHAVIOR, *COGNITIVE MEASUREMENT, *MOTIVATION, *TEACHER ROLE, COLUMBIA, COMPARATIVE ANALYSIS, INTERVIEWS, MISSOURI, OPINIONS, ROLE PLAYING, SOCIAL ATTITUDES, TEACHER ATTITUDES, TEACHER MOTIVATION,

THE RELATIONSHIP BETWEEN THE CLASSES OF COGNITIVE PHENOMENA WAS INVESTIGATED, I.E., THE MOTIVATIONAL STRUCTURE AND THE DEGREE OF PERCEIVED ROLE DISPARITY OF TEACHERS. ONE ELEMENT OF MOTIVATION, CALLED "ORIENTATION FOR CHANGE," WAS RELATED TO DIFFERENT TYPES OF ROLE DISPARITY, INCLUDING "OPTIMISM" OR THE EXTENT IN WHICH THE NORMS (WANTS OR DESIRES) AND EXPECTATIONS OF AN INDIVIDUAL IN A GIVEN SOCIAL SITUATION ARE CONGRUENT. IT WAS THE VIEW THAT MOTIVATIONAL THEORY AND COGNITIVE THEORY ARE MUTUALLY INCLUSIVE AND THAT NEEDS AND GOALS OF TEACHERS COULD INFLUENCE SOCIAL COGNIZING. COGNITIVE TEACHER ROLE DISPARITY WAS ANALYZED BY ASKING 98 TEACHERS IN KANSAS CITY WHAT THEIR OWN AND ATTRIBUTED COGNITIONS WERE FOR BEHAVIORS OF THEIR OWN POSITION. ATTRIBUTED COGNITIONS APPLIED TO THE GENERAL PUBLIC, SCHOOL OFFICIALS, AND OTHER TEACHERS. MOTIVATIONAL ORIENTATION WAS ALSO DETERMINED FROM A RATED LIST OF IMPORTANT ASPECTS OF TEACHING, FINDINGS FROM WHICH APPEARED TO INDICATE WHY INDIVIDUAL SUBJECTS HAD CHOSEN TEACHING AS AN OCCUPATIONAL CAREER. SOME SUPPORT WAS FOUND AFTER CAREFUL ANALYSIS OF THE COLLECTED DATA THAT "ORIENTATION FOR CHANGE" WAS RELATED TO THE EXTENT OF PERCEIVED ROLE DISPARITY. HOWEVER, LITTLE COULD BE FOUND RELATING THE "OPTIMISM" OF THE SUBJECTS TO THIS DISPARITY. GREATER DISPARITY WAS FOUND ACCRUING TO EXPECTATIONS THAN TO POSITIVE NORMS AND TO ATTRIBUTED COGNITIONS OF THE GENERAL PUBLIC THAN TO GROUPS WITH WHICH THE SUBJECTS WERE MORE FAMILIAR. THIS REPORT WAS PREPARED AS A THESIS AND SUPPLEMENTAL ACTIVITY ON COOPERATIVE RESEARCH PROJECT NO. 371, ENTITLED "ROLE OF THE TEACHER AND OCCUPATIONAL CHOICE." (JH)

ED 002 856 24
CRITICAL THINKING, ATTITUDES, AND VALUES IN HIGHER EDUCATION.
BY- LEHMANN, IRVIN J. IKENBERRY, STANLEY O.
MICHIGAN ST. UNIV., EAST LANSING
REPORT NUMBER CRP-372 PUB DATE 59
EDRS PRICE MF-$0.27 HC-$5.36 134P.

DESCRIPTORS- *CHANGING ATTITUDES, *COLLEGE STUDENTS, *CRITICAL THINKING, *STUDENT ATTITUDES, *VALUES, DOGMATISM, EAST LANSING, MICHIGAN, QUESTIONNAIRES, STEREOTYPES, TEST INTERPRETATION,

THIS STUDY WAS AN INVESTIGATION OF CRITICAL THINKING, ATTITUDES, AND VALUES AMONG COLLEGE STUDENTS, AND THE INTERRELATIONSHIP AMONG THESE FACTORS AND THE CHANGES TAKING PLACE IN THEM AS A RESULT OF EDUCATION. USABLE AND COMPLETE DATA WERE OBTAINED FROM APPROXIMATELY 2,700 FRESHMEN OF MICHIGAN STATE UNIVERSITY WITH A BATTERY OF TESTS AND QUESTIONNAIRES ON THE SUBJECTS IN RELATION TO SEX, CURRICULAR AND RELIGIOUS DIFFERENCES, WITHDRAWAL FROM OR CONTINUANCE IN COLLEGE. CHANGE OF MAJOR, ACADEMIC PERFORMANCE, AND SUCH SOCIOECONOMIC DIFFERENCES AS SIZE OF HOME, COMMUNITY, FATHER'S OCCUPATION, PARENTAL EDUCATION, AND BIRTHPLACE OF PARENTS. TO STUDY THE INTERRELATIONSHIP AMONG THE VARIOUS TEST MEASURES AND BETWEEN MEASURES USED AND ACADEMIC PERFORMANCE, PEARSON PRODUCT-MOMENT CORRELATIONS WERE COMPUTED. THE INITIAL PHASE OF THIS 4-YEAR STUDY HAS SHOWN THAT THERE ARE SIGNIFICANT DIFFERENCES IN ATTITUDES, VALUES, AND CRITICAL THINKING ABILITY AMONG THE STUDENTS WITH DIFFERENT SOCIOCULTURAL BACKGROUNDS, AND STUDENTS MAJORING IN DIFFERENT CURRICULUMS. THE ANALYSIS OF THE PRE- AND POST-TEST RESULTS REVEALED THAT OVER A PERIOD OF TIME THE STUDENTS BECOME LESS STEREOTYPIC, BETTER CRITICAL THINKERS, AND MORE EMERGENT IN THEIR VALUES. (GC)

ED 002 857 24
LONG-TERM STUDY OF EDUCATIONAL EFFECTIVENESS OF NEWLY FORMED CENTRALIZED SCHOOL DISTRICTS IN RURAL AREAS.

BY- KREITLOW, B.W.
WISCONSIN UNIV., MADISON
REPORT NUMBER CRP-375 PUB DATE SEP 62
EDRS PRICE MF-$0.18 HC-$3.52 88P.

DESCRIPTORS- *COMPARATIVE ANALYSIS, *EDUCATIONAL IMPROVEMENT, *ORGANIZATIONAL CHANGE, *RURAL SCHOOL SYSTEMS, *SCHOOL DISTRICTS, GRADE 1, MADISON, RURAL AREAS, RURAL EDUCATION, WISCONSIN,

THE BASIC PURPOSES OF THIS STUDY WERE--(1) TO ASCERTAIN WHETHER OR NOT SCHOOL DISTRICT REORGANIZATION IS WORTHWHILE IN TERMS OF TIME, EFFORT, AND EXPENDITURE OF FUNDS, AND (2) TO DETERMINE THE EFFECTS OF SUCH SCHOOL DISTRICT REORGANIZATIONS ON THE EDUCATIONAL OUTCOMES OF THE SCHOOL. THE SAMPLING CONSISTED OF 10 WISCONSIN COMMUNITIES--5 WITH REORGANIZED AND 5 WITH NONREORGANIZED SCHOOL DISTRICTS. THE COMMUNITIES IN THE TWO GROUPS WERE MATCHED ON THE BASES OF SUCH FACTORS AS WEALTH, POPULATION, TOPOGRAPHY, TYPE OF FARMING, PROPINQUITY TO URBAN AREAS, SIZE, AND DENSITY OF POPULATION. ALL FIRST-GRADE CHILDREN (CIRCA 700) IN THESE COMMUNITIES WERE STUDIED. LONGITUDINAL STUDIES OF THESE CHILDREN WILL EXTEND WELL PAST THE TERMINATION DATE OF THIS PROJECT--THEY WILL BE RESTUDIED INTENSIVELY AT GRADES 6, 9, AND 12 AND ALSO 5 YEARS AFTER THEIR GRADUATION FROM HIGH SCHOOL. A WIDE RANGE OF DATA WERE COLLECTED ON THE TEACHERS, STUDENTS, ADMINISTRATORS, AND COMMUNITY CHARACTERISTICS OF THE 10 DISTRICTS. ON 13 SEPARATE TEACHING AIDS AND SUPPLEMENTARY MATERIAL AND ACHIEVEMENT TEST SCORES THE ADVANTAGE FAVORED REORGANIZED SCHOOLS. EXPENDITURES AND SOCIOECONOMIC CONTACTS RELATED NO SIGNIFICANT CHANGES. FURTHER RESEARCH IS RECOMMENDED. (GC)

ED 002 858 24

DETERMINING AN EFFECTIVE EDUCATIONAL PROGRAM FOR CHILDREN OF MIGRATORY WORKERS IN WISCONSIN (PHASE I).
BY- THOMAS, DONALD R.
WISCONSIN UNIV., MADISON, SCH. OF EDUC.
REPORT NUMBER CRP-674 PUB DATE JAN 61
CONTRACT OEC-SAE-674(8382)
EDRS PRICE MF-$0.09 HC-$2.36 59P.

DESCRIPTORS- *INTERSTATE PROGRAMS, *MIGRANT CHILDREN, *MIGRANT EDUCATION, *PREDICTIVE MEASUREMENT, *SCHOOL PLANNING, EDUCATIONAL PROGRAMS, MADISON, MIGRANT EMPLOYMENT, MIGRANT PROBLEMS, MIGRANT SCHOOLS, PREDICTION, TEXAS, WISCONSIN,

A SYSTEM OF PROVIDING EDUCATION FOR THE CHILDREN OF MIGRANT WORKERS OUTSIDE OF THEIR HOME COMMUNITIES WAS DESIGNED AND TESTED. THE OBJECTIVES WERE--(1) TO DEVELOP PROCEDURES TO PREDICT THE ARRIVAL OF SPECIFIC CHILDREN IN SPECIFIC AREAS AT SPECIFIC TIMES, (2) TO DEVELOP EDUCATIONAL PROGRAMS THAT ARE APPROPRIATE TO THE NEEDS OF MIGRANT CHILDREN, AND (3) TO DETERMINE WHETHER OR NOT SUCH PROGRAMS ARE FINANCIALLY FEASIBLE. A FACT-FINDING SURVEY WAS CONDUCTED TO OBTAIN INFORMATION ON THE NUMBER OF MIGRANT CHILDREN IN THE STATE, DATE OF ARRIVAL, LENGTH OF STAY, AND AREAS AND SCHOOL DISTRICTS AFFECTED. A FORM WAS DEVELOPED WHICH WAS SENT TO THE TEXAS EMPLOYMENT AGENCY SO THAT THE CREW LEADER WHO SIGNED THE LABOR CONTRACT FOR WORK IN WISCONSIN COULD LIST THE NAMES, HOME SCHOOL, AND OTHER DATA CONCERNING CHILDREN OF THE CREW. THESE FORMS WERE USED TO CLASSIFY CHILDREN BY TYPE OF HOME SCHOOL, AND A FORM SEEKING A SHORT EDUCATIONAL ASSESSMENT WAS SENT TO THE HOME SCHOOL. WHEN THE REGULAR ESTABLISHED PROGRAM WAS IN EXISTENCE, A REPORT OF ACTIVITIES IN A WISCONSIN MIGRANT SCHOOL WAS SENT TO THE HOME SCHOOL IN TEXAS. PREDICTIVE SCALES WERE DEVELOPED BASED UPON FINDINGS OF THE RESEARCH PHASE OF THE PROGRAM. THE FINDINGS RESULTED IN VERIFYING APPROXIMATELY 22 PERCENT OF THE MIGRANT CHILDREN WHICH WAS A SUFFICIENT NUMBER TO WARRANT PREDICTION FOR SCHOOL PURPOSES, AND WOULD IMPLY THE NEED FOR FIVE SPECIAL EDUCATIONAL CENTERS IN WISCONSIN. (GC)

ED 002 859 24

RELATIONSHIP OF THE SELF-CONCEPT TO BEGINNING ACHIEVEMENT IN READING.
BY- WATTENBERG, WILLIAM W. CLIFFORD, CLARE
WAYNE STATE UNIV., DETROIT, MICH.
REPORT NUMBER CRP-377 PUB DATE 62
CONTRACT OEC-SAE-7789
EDRS PRICE MF-$0.18 HC-$2.60 65P.

DESCRIPTORS- *COMPARATIVE ANALYSIS, *KINDERGARTEN CHILDREN, *READING ACHIEVEMENT, *READING DIFFICULTY, *SELF CONCEPT, DETROIT, MICHIGAN, READING RESEARCH, STATISTICAL DATA,

THIS EXPLORATORY STUDY WAS DESIGNED TO ANALYZE DATA TO DETERMINE IF THE ASSOCIATION REPORTED BY OTHER INVESTIGATORS LINKING LOW SELF-CONCEPTS TO READING DIFFICULTIES WAS CORRECT OR WAS CAUSED BY UNFORTUNATE EXPERIENCES IN READING UNDERMINING SELF-CONCEPTS. A SAMPLE OF 185 KINDERGARTEN ENTRANTS WAS INTERVIEWED AND OBSERVED FOR RATINGS IN RELATION TO THEIR SELF-CONCEPT. TWO YEARS AFTER COMPLETION OF KINDERGARTEN, THE PUPILS WERE AGAIN MEASURED OR RATED AS TO (1) SELF-CONCEPT AND (2) EGO STRENGTH. TWO SERIES OF STATISTICAL TREATMENT WERE UTILIZED--(1) A DICHOTOMIZED INDICATION OF READING PROGRESS, AND (2) SUBGROUPING BY SEX, SOCIOECONOMIC CLASS LEVEL, TYPE OF SCHOOL, AND PRESENT READING BOOK. THE RESULTS OF THIS STUDY WOULD SUGGEST THAT MEASURES OF SELF-CONCEPT AT THE KINDERGARTEN LEVEL WOULD ADD SIGNIFICANTLY TO THE PREDICTIVE EFFICIENCY NOW ATTAINABLE THROUGH MENTAL ABILITY TESTS. IT WOULD APPEAR THAT THE SELF-CONCEPT STANDS IN A CAUSAL RELATIONSHIP TO READING ACHIEVEMENT, AND THAT PROGRESS IN READING DOES NOT HAVE A MARKED EFFECT IN THE FORMATION OF THE SELF-CONCEPT. RECOMMENDATIONS ARE MADE FOR MORE RESEARCH IN THIS AREA USING A VARIETY OF TECHNIQUES AND DESIGNS. (GC)

ED 002 860 24

A STUDY OF SOME SOCIAL AND PSYCHOLOGICAL FACTORS INFLUENCING EDUCATIONAL ACHIEVEMENT.
BY- EDWARDS, T.B. WILSON, ALAN B.
CALIFORNIA UNIV., BERKELEY
REPORT NUMBER CRP-379 PUB DATE JUN 61
CONTRACT OEC-SAE-7787
EDRS PRICE MF-$0.45 HC-$11.56 289P.

DESCRIPTORS- *ABILITY, *ACHIEVEMENT, *PSYCHOLOGICAL PATTERNS, *SOCIAL DIFFERENCES, *STUDENT INTERESTS, ACADEMIC ABILITY, ACADEMIC ACHIEVEMENT, ASPIRATION, BERKELEY, CALIFORNIA, FACTOR ANALYSIS, STATISTICAL ANALYSIS, STUDENT ATTITUDES,

EDUCATIONAL SUBJECT-MATTER PREFERENCES, INTERESTS, AND

MOTIVATIONS OF STUDENTS WERE INVESTIGATED AS THEY RELATE TO INDIVIDUAL ACADEMIC SUCCESS. AN INTENSIVE STUDY WAS FIRST MADE OF THE ATTITUDES AND REASONING ACTIVITIES OF INDIVIDUALS AT VARYING LEVELS WITHIN THE BERKELEY, CALIFORNIA, AREA, USING--(1) WRITTEN AND ORAL PROTOCOLS, (2) OBSERVATIONS, AND (3) PREVIOUS CENSUS, SURVEY, AND INVENTORY INFORMATION. STATISTICS IN THE GATHERED MATERIAL INCLUDED INDIVIDUAL SUBJECT AREA GRADES, PERSONAL DATA, EDUCATIONAL AND VOCATIONAL ASPIRATIONS, STANDARDIZED ACHIEVEMENT SCORES IN MATHEMATICS AND SCIENCE, AND GROUP-INDIVIDUAL TESTS ON INTERESTS AND ATTITUDES. THE ELEMENTARY SCHOOL EXPERIENCE OF SUBJECTS WAS ASSESSED BY A CASE STUDY METHOD. FINDINGS OF THE OVERALL RESEARCH WERE PRESENTED UNDER FOUR HEADINGS--(1) THE INFLUENCE OF THE PEER GROUP, (2) THE EFFECT OF AN INTEREST IN DELIBERATE MENTAL ACTIVITY UPON ACHIEVEMENT, (3) THE SPECIALIZATION OF THESE INTERESTS AS BEING SOCIALLY OR NONSOCIALLY ORIENTED, AND (4) THE INFLUENCE OF THE STATUS AND STYLE OF LIFE OF THE FATHER. AREAS OF FURTHER RESEARCH WERE INDICATED. RELATED TO THE DEVELOPMENT OF INSTRUMENTS FOR MEASURING ATTITUDES AND ACHIEVEMENTS, PANEL STUDIES OF SOCIAL AND PSYCHOLOGICAL MOTIVATIONS, AND STUDIES OF SCHOOL PROGRAM VARIETIES. (JH)

ED 002 861

24
PROCEDURES FOR IDENTIFYING PERSONS WITH POTENTIAL FOR PUBLIC SCHOOL ADMINISTRATIVE POSITIONS, AN APPLICATION AND EXTENSION OF THE FIRO THEORY OF INTERPERSONAL BEHAVIOR.
BY- MORPHET, EDGAR L. SCHUTZ, WILLIAM C.
CALIFORNIA UNIV., BERKELEY
REPORT NUMBER CRP-677 PUB DATE 61
EDRS PRICE MF-$0.36 HC-$7.96 199P.

DESCRIPTORS- *ABILITY IDENTIFICATION, *ADMINISTRATIVE PERSONNEL, *IDENTIFICATION, *INTERPERSONAL RELATIONSHIP, *SCHOOL ADMINISTRATION, BEHAVIOR PATTERNS, BERKELEY, CALIFORNIA, COGNITIVE MEASUREMENT, FUNDAMENTAL INTERPERSONAL RELATIONS ORIENTATION (FIRO), INDIVIDUAL CHARACTERISTICS, MEASUREMENT INSTRUMENTS, OCCUPATIONS, PERSONALITY ASSESSMENT, PILOT PROJECTS, PUBLIC SCHOOLS,

THE PROBLEM OF ADMINISTRATOR SELECTION IN THE FIELD OF EDUCATION WAS STUDIED. THE ISSUE WAS CONCEPTUALIZED AS ONE OF UNDERSTANDING THE INTERACTION OF THE SCHOOL ADMINISTRATOR WITH SCHOOL BOARD MEMBERS, PARENTS, TEACHERS, AND OTHER SALIENT INDIVIDUALS. A THEORY OF ADMINISTRATIVE INTERACTION WAS DEVELOPED USING THE FUNDAMENTAL INTERPERSONAL RELATIONS ORIENTATION (FIRO) THEORY OF BEHAVIOR. INTEGRATED LATER INTO THE INITIAL THEORY WERE INTELLECTUAL AND COGNITIVE FACTORS, AND TO SOME EXTENT, SOCIOLOGICAL DIMENSIONS. IN EACH OF FOUR SCHOOL DISTRICTS, A BATTERY OF QUESTIONNAIRES WAS ADMINISTERED (TO MORE THAN 1,300 PERSONS IN ONE CASE) TO MEMBERS OF THE SCHOOL AND COMMUNITIES INVOLVED. THE QUESTIONNAIRES COVERED SPECIFIC AREAS REQUIRED TO TEST HYPOTHESES DERIVED FROM FIRO THEORY, NAMELY, INTERPERSONAL BEHAVIOR, EDUCATIONAL VALUES, CHILDHOOD BEHAVIOR, DEFENSE MECHANISMS, SOCIOLOGICAL AND BIOGRAPHICAL DATA, INTELLIGENCE AND COGNITIVE STYLE, RATINGS AND OTHER EVALUATIONS OF THE ADMINISTRATORS SERVING AS SUBJECTS. ON THE BASIS OF THIS INFORMATION, A BATTERY OF NEW INSTRUMENTS WAS DEVELOPED TO MEASURE INTERPERSONAL NEEDS AND VALUES, COGNITIVE ORIENTATIONS AND ABILITIES, AND JOB CHARACTERISTICS. THIS WAS USED IN ASSOCIATION WITH THE QUESTIONNAIRE DATA TO DIFFERENTIATE IN A PRELIMINARY WAY THE EFFECTIVE AND INEFFECTIVE ADMINISTRATORS. A FOLLOWUP PROGRAM USING A LARGER POPULATION SCALE WAS RECOMMENDED. (JH)

ED 002 862

24
VOCATIONAL EDUCATION IN PUBLIC SCHOOLS AS RELATED TO SOCIAL, ECONOMIC, AND TECHNICAL TRENDS.
BY- WOERDEHOFF, FRANK J. AND OTHERS
PURDUE UNIV., LAFAYETTE, IND., DIV. OF EDUCATION
REPORT NUMBER CRP-385 PUB DATE MAY 60
EDRS PRICE MF-$1.08 HC-$29.72 743P. PURDUE UNIV., STUDIES IN EDUCATION, NO. 1-2, 1960

DESCRIPTORS- *ECONOMIC CLIMATE, *EDUCATIONAL PLANNING, *EDUCATIONAL TRENDS, *SOCIOCULTURAL PATTERNS, *VOCATIONAL EDUCATION, AGRICULTURE, INDIANA, INDUSTRIAL EDUCATION, LAFAYETTE,

THE IMPLICATIONS OF GENERAL TRENDS OF SOCIETY ON THE NATURE OF VOCATIONAL EDUCATION IN HIGH SCHOOL AND THE EXTENT TO WHICH THE VOCATIONAL PROGRAMS OFFERED IN THE STATE OF INDIANA ARE EFFECTIVE IN MEETING NEEDS DEVELOPED FROM THESE TRENDS WERE STUDIED. A LISTING OF MAJOR CONDITIONS AND TRENDS WAS PREPARED. THESE WERE RANKED IN TERMS OF POTENTIAL INFLUENCE ON VOCATIONAL EDUCATION TO FORM A CONTEMPORARY DESIGN, HAVING 10 CHARACTERISTIC TRENDS OF SOCIALLY ADAPTED, VOCATIONAL EDUCATIONAL PROGRAMS WHICH COULD BE USED IN CURRICULUM DEVELOPMENT OR FOR EDUCATIONAL APPRAISAL. THEY WERE THEN USED TO DETERMINE DESIRABLE PURPOSES AND PROCEDURES FOR TWO SPECIALIZED FIELDS IN VOCATIONAL TRAINING, AGRICULTURAL AND INDUSTRIAL EDUCATION, USING A SURVEY SAMPLE OF 84 HIGH SCHOOLS. STATUS SCORES WERE COMPILED FOR EACH SCHOOL IN THESE TWO VOCATIONAL AREAS, AND INTERRELATIONSHIPS WERE DETERMINED AMONG PURPOSES, RESOURCES, AND OPERATIONAL PROCEDURES. THE RELATIONSHIP OF SUCH FACTORS AS SCHOOL SIZE AND EXPENDITURES TO THE STATUS SCORES WAS ALSO STUDIED. THE REPORT CONCLUDED WITH ANALYTICAL SYNTHESES OF CURRENT DIRECTION IN THE PROGRAMS OF VOCATIONAL AGRICULTURE AND INDUSTRIAL EDUCATION AND IMPLICATIONS FOR SOME DESIRED EDUCATIONAL TRENDS. (JH)

ED 002 863

24
THE ACHIEVEMENT MOTIVE IN NORMAL AND MENTALLY RETARDED CHILDREN.
BY- JORDAN, THOMAS E. DE CHARMS, RICHARD
WASHINGTON UNIV., ST.LOUIS, MO.
REPORT NUMBER CRP-390 PUB DATE 59
EDRS PRICE MF-$0.09 HC-$1.16 29P.

DESCRIPTORS- *ACADEMIC PERFORMANCE, *ACHIEVEMENT, *MENTAL RETARDATION, *MOTIVATION, *PREDICTIVE MEASUREMENT, COMPARATIVE ANALYSIS, EDUCABLE MENTALLY HANDICAPPED, HIGH SCHOOL STUDENTS, INTELLIGENCE LEVEL, MEASUREMENT TECHNIQUES, MISSOURI, RETARDED CHILDREN, ST. LOUIS,

THE CONCEPTUAL AND EMPIRICAL STATUS OF ACHIEVEMENT MOTIVATION WAS EVALUATED WITH RESPECT TO ESTABLISHING AN OBJECTIVE, QUANTIFIED, PREDICTIVE MEASURE OF SCHOOL PERFORMANCE FOR MENTALLY RETARDED CHILDREN. COMPARATIVE ANALYSES WERE MADE AMONG 3 SUBJECT SAMPLES--(1) A CONTROL GROUP OF 60 NORMAL CHILDREN, (2) AN EXPERIMENTAL GROUP OF 42 MENTAL RETARDATES, NOT IN SPECIAL CLASSES, AND (3) A SECOND

EXPERIMENTAL GROUP OF 47 RETARDATES ENROLLED IN SPECIAL CLASSES. THE MEAN AGES OF THE GROUPS RANGED BETWEEN 15 AND 16 YEARS. MEASURES OF ACHIEVEMENT MOTIVATION, DERIVED FROM PROJECTIVE MEASUREMENTS IN INDIVIDUAL INTERVIEWS, AND MEASURES OF INTELLIGENCE AND ACADEMIC PERFORMANCE WERE OBTAINED AND ANALYZED. FINDINGS SHOWED THAT ACHIEVEMENT MOTIVATIONAL MEASURES WERE NOT READILY APPLICABLE TO THE PREDICTION OF ACADEMIC PERFORMANCE, EVEN WHEN CORRELATED WITH AN INTELLIGENCE MEASURE. RECOMMENDATIONS CALL FOR FURTHER RESEARCH ON THE FACTORS OF STUDENT BEHAVIOR, CHILD-REARING PRACTICES, AND STUDENT PERSONALITY RELATIONSHIPS AS EACH MIGHT RELATE TO SCHOOL ACHIEVEMENT. (JH)

ED 002 864 24
IDENTIFICATION OF GIFTED ELEMENTARY SCHOOL CHILDREN WITH EXCEPTIONAL SCIENTIFIC TALENT.
BY- LESSER, GERALD S. DAVIS, FREDERICK B.
CITY UNIV. OF NEW YORK, HUNTER COLLEGE
REPORT NUMBER CRP-392 PUB DATE 1 SEP 60
EDRS PRICE MF-$0.18 HC-$2.56 64P.

DESCRIPTORS- *IDENTIFICATION, *PREDICTIVE VALIDITY, *SCIENCES, *TALENTED STUDENTS, *TEST CONSTRUCTION, ABILITY IDENTIFICATION, ELEMENTARY SCHOOL STUDENTS, GIFTED, GRADE 3, HUNTER SCIENCE APTITUDE TEST, NEW YORK, NEW YORK CITY, SUPERIOR STUDENTS,

A TEST OF SCIENCE APTITUDE WAS CONSTRUCTED AND PRELIMINARY EVIDENCE OF ITS VALIDITY OBTAINED BY INDIVIDUAL ADMINISTRATION TO 58 GIFTED, 6- AND 7-YEAR-OLD CHILDREN. TWO FORMS OF A 91-ITEM HUNTER SCIENCE APTITUDE TEST WERE CONSTRUCTED. ITEMS INCLUDED IN THESE TESTS WERE DESIGNED TO MEASURE THE ABILITY--(1) TO RECALL SCIENTIFIC INFORMATION, (2) TO ASSIGN MEANINGS TO OBSERVATIONS, (3) TO APPLY SCIENTIFIC PRINCIPLES IN MAKING PREDICTIONS, AND (4) TO USE THE SCIENTIFIC METHOD. THE TESTS WERE ADMINISTERED AT THE BEGINNING OF THE SCHOOL YEAR AND DURING THE YEAR AT THE COMPLETION OF SEVEN DIFFERENT SCIENCE UNITS. A SINGLE-WEIGHTED, COMPOSITE SCIENCE ACHIEVEMENT SCORE WAS THUS OBTAINED FROM EACH SUBJECT. THE PARALLEL-FORMS RELIABILITY COEFFICIENT OF THE HUNTER SCIENCE APTITUDE TEST AND THE RELIABILITY OF THE WEIGHTED COMPOSITE SCIENCE ACHIEVEMENT SCORE WERE FOUND TO BE SOMEWHAT LOWER THAN EXPECTED. HOWEVER, THE PREDICTIVE VALIDITY CORRELATION COEFFICIENTS WERE EXTREMELY HIGH, BECAUSE THE APTITUDE TESTS AND THE SCIENCE ACHIEVEMENT CRITERION THAT WERE USED OVERLAPPED THE KINDS OF ABILITY AND CONTENT MEASURED. BOTH WERE MODELED UPON THE CONTENT OF THE THIRD-GRADE SCIENCE CURRICULUM. RESEARCH EXTENSIONS WERE RECOMMENDED IN TIME AND SCOPE OF THE CRITERIA, AS WELL AS IN ADDITIONAL VALIDATION STUDIES. (JH)

ED 002 865 24
TEACHER INFLUENCE, PUPIL ATTITUDES, AND ACHIEVEMENT.
BY- FLANDERS, NED A.
MINNESOTA UNIV., MINNEAPOLIS
REPORT NUMBER CRP-397 PUB DATE 30 NOV 60
EDRS PRICE MF-$0.36 HC-$10.36 259P.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *LEARNING PROCESSES, *TEACHER ROLE, *TEACHING METHODS, JUNIOR HIGH SCHOOLS, LABORATORY EXPERIMENTS, MINNEAPOLIS, MINNESOTA, NEW ZEALAND, STUDENT ATTITUDES, TEACHER CHARACTERISTICS, TEACHER EVALUATION,

THE SPONTANEOUS BEHAVIOR OF A TEACHER AND HOW THIS BEHAVIOR AFFECTS LEARNING IN THE CLASSROOM WERE INVESTIGATED. INDEPENDENT VARIABLES IN THE STUDY WERE DIRECT TEACHER INFLUENCE, AND THE NATURE OF THE SPECIFIC LEARNING TASK. THE DEPENDENT VARIABLES WERE THE ACTUAL MEASURES OF LEARNING, INCLUDING AWARENESS OF FACTS, APPLICATION OF PRINCIPLES TO PROBLEM SOLVING, AND INTERPRETATION OF NEW DATA. PRETESTS, POST-TESTS, AND DELAYED-RECALL TESTS WERE ADMINISTERED, AND RESULTS WERE ANALYZED SEPARATELY FOR GIFTED, AVERAGE, AND SLOW STUDENTS, AND FOR STUDENTS SCORING HIGH OR LOW ON A PERSONALITY SCALE OF DEPENDENCE-INDEPENDENCE PRONENESS. SAMPLES WERE DRAWN FROM SEVENTH- AND EIGHTH-GRADE CLASSES. THE FIRST YEAR OF THE STUDY CONSISTED OF LABORATORY EXPERIMENTS, WITH 560 STUDENTS IN GEOMETRY AND 480 IN SOCIAL STUDIES, AND TESTING TEACHER INFLUENCE AND STUDENT DEPENDENCE-INDEPENDENCE. FIELD STUDIES WERE CONDUCTED DURING THE SECOND YEAR, TESTING THE EFFECTS OF TEACHER INFLUENCE IN 37 SOCIAL STUDIES AND 38 MATHEMATICS CLASSROOM SITUATIONS. TWO HYPOTHESES GENERALLY SUBSTANTIATED IN THE PROJECT RESULTS WERE THAT DIRECT TEACHER INFLUENCE INCREASES LEARNING WHEN STUDENT PERCEPTION OF A SPECIFIC GOAL IS CLEAR AND ACCEPTABLE, AND THAT INDIRECT TEACHER INFLUENCE INCREASES LEARNING WHEN STUDENT PERCEPTION OF A SPECIFIC GOAL IS CONFUSED AND AMBIGUOUS. RESEARCH IMPLICATIONS WERE PROVIDED FOR CLASSROOM TEACHERS, PRESERVICE AND INSERVICE EDUCATIONAL METHODS, MERIT PAY PROGRAMS FOR EDUCATORS, AND FURTHER STUDENT-TEACHER INTERACTION ANALYSIS. (JH)

ED 002 866 24
A TRANSLATION OF RUSSIAN FIRST-GRADE ARITHMETIC.
BY- CALANDRA, ALEXANDER
WASHINGTON UNIV., ST.LOUIS, MO.
REPORT NUMBER CRP-403 PUB DATE 59
CONTRACT OEC-403(7672)
EDRS PRICE MF-$0.27 HC-$5.80 145P.

DESCRIPTORS- *ARITHMETIC, *GRAPHS, *MATHEMATICS INSTRUCTION, *RUSSIAN, MISSOURI, ST. LOUIS, TEACHING METHODS,

THIS IS AN ENGLISH TRANSLATION OF A RUSSIAN TEXTBOOK ON FIRST-GRADE ARITHMETIC COMPLETE WITH GRAPHS, PICTURES, PROBLEMS, AND LESSONS. ADDITION, SUBTRACTION, MULTIPLICATION, AND DIVISION APPEAR IN 892 PROBLEMS. THE THREE SECTIONS ARE ENTITLED "THE FIRST TEN," "THE SECOND TEN," AND "THE FIRST HUNDRED." THIS TRANSLATION WAS DONE IN CONNECTION WITH RESEARCH CONTRACT NO. 403 (7672) WHEREIN THE RUSSIAN APPROACH TO THE TEACHING OF MATHEMATICS IS STUDIED. (GC)

ED 002 867 24
A PRELIMINARY EXPLORATION OF FACTORS ASSOCIATED WITH SCHOOL HOLDING POWER FOR EDUCABLE MENTALLY RETARDED ADOLESCENTS.
BY- BAER, CLYDE J. AND OTHERS
KANSAS CITY SCHOOL DISTRICT, MO.
REPORT NUMBER CRP-408 PUB DATE AUG 61
EDRS PRICE MF-$0.27 HC-$5.60 140P.

DESCRIPTORS- *COMPARATIVE ANALYSIS, *DROPOUT PREVENTION, *EDUCABLE MENTALLY HANDICAPPED, *MENTAL RETARDATION, *PROGRAM IMPROVEMENT, GRADE 10, GRADE 7, GRADE 8, KANSAS CITY, MISSOURI, AN EXPLORATION OF THE SCHOOL HISTORIES OF SAMPLE EDUCABLE MENTALLY RETARDED ADOLESCENTS WAS UNDERTAKEN TO IDENTIFY FACTORS RELATED TO SCHOOL CONTINUANCE AMONG SUCH STUDENTS, AND TO PROVIDE INFORMATION ON WHICH TO BASE RECOMMENDATIONS FOR IMPROVEMENT OF SECONDARY SCHOOL PROGRAMS. THE TWO SAMPLES USED IN THE STUDY WERE (1) 334 SEVENTH- AND EIGHTH-GRADE STUDENTS IN SCHOOL IN 1952 AND (2) 158 TENTH-GRADE STUDENTS IN SCHOOL AT THE TIME OF THE STUDY. THE DATA INCLUDED ACHIEVEMENT, INDIVIDUAL AND GROUP INTELLIGENCE TEST SCORES, SUBJECT GRADES, TEACHER RATING ON PERSONALITY TRAITS, HEALTH HISTORY, SCHOOL PROGRESS, FAMILY DATA, PUPIL PARTICIPATION IN ACTIVITIES, AND PERSONAL INTERVIEWS. ANALYSIS OF DATA IDENTIFIED THE FOLLOWING FACTORS RELATED TO SCHOOL CONTINUANCE--(1) MARKS IN SUBJECTS, (2) SEX OF PUPIL, (3) NUMBER OF PERSONAL PROBLEMS REPORTED, (4) RATING ON PERSONAL TRAITS, (5) PUPIL MOBILITY, (6) SIBLING EDUCATION, (7) PARENT EDUCATION, (8) LOW INCIDENCE OF JUVENILE COURT RECORDS, (9) INCIDENCE OF HEALTH PROBLEMS, AND (10) PARTICIPATION IN EXTRACURRICULAR ACTIVITIES. THE STUDY REVEALED THAT A LARGE PERCENTAGE OF THE STUDENTS IN BOTH SAMPLES LEFT SCHOOL EARLY, AND APPROXIMATELY 58 PERCENT LEFT BEFORE THE TENTH GRADE. AN INTENSIFIED AND CONTINUING PROGRAM OF COUNSELING BASED UPON COMPETENT INDIVIDUAL ASSESSMENT WHEN THE STUDENT ENTERS HIGH SCHOOL IS RECOMMENDED. (GC)

ED 002 868 24

THE OCCUPATIONAL ASPIRATIONAL SCALE--THEORY, STRUCTURE, AND CORRELATES OF AN INSTRUMENT DESIGNED TO MEASURE DIFFERENTIAL LEVELS OF OCCUPATIONAL ASPIRATION, FINAL REPORT.
BY- HALLER, ARCHIBALD O. AND OTHERS
MICHIGAN ST. UNIV., EAST LANSING
REPORT NUMBER CRP-412 PUB DATE 28 FEB 61
EDRS PRICE MF-$0.54 HC-$13.64 341P.

DESCRIPTORS- *ASPIRATION, *FACTOR ANALYSIS, *MEASUREMENT INSTRUMENTS, *OCCUPATIONAL CHOICE, EAST LANSING, EDUCATIONAL EXPERIENCES, EMOTIONAL EXPERIENCES, GRADE 12, HIGH SCHOOL STUDENTS, MICHIGAN, OCCUPATIONAL ASPIRATION SCALE (OAS), SOCIAL EXPERIENCES,

A STUDY WAS MADE TO DEVELOP A QUICK AND ACCURATE METHOD FOR MEASURING OCCUPATIONAL ASPIRATIONS, ADDING TO KNOWN EXPLANATORY AND PREDICTIVE TECHNIQUES CONCERNING THE OCCUPATIONAL SELECTION PROCESS. "LEVEL OF OCCUPATIONAL ASPIRATION" (LOA) WAS THE CONCEPTUAL FOCAL POINT OF THIS PROJECT. SUBJECTS OF THE PROJECT, APPROXIMATELY 450 17-YEAR-OLD BOYS, WERE TESTED USING THE "OCCUPATIONAL ASPIRATION SCALE" (OAS). IN ADDITION, THEY WERE ADMINISTERED THE FOLLOWING INSTRUMENTS--(1) "16 PERSONALITY FACTOR TEST" (FORM B), (2) CATTELL'S "TEST OF G-CULTURE FREE," (3) "CALIFORNIA TEST OF PERSONALITY," (4) "MSU WORK-BELIEFS CHECK-LIST," AND (5) A QUESTIONNAIRE ON EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS, FAMILY BACKGROUND, AND SOCIOMETRIC DATA. THE OAS WAS ALSO ADMINISTERED TO APPROXIMATELY 110 JUNIOR AND SENIOR HIGH SCHOOL BOYS TWICE ABOUT 10 WEEKS APART TO PROVIDE STATISTICS FOR A TEST-RETEST RELIABILITY ANALYSIS. RESULTS OF THESE SAMPLES WERE THEN CORRELATED, AND EVALUATION TECHNIQUES WERE EMPLOYED FOR THE OAS IN TERMS OF--(1) RELIABILITY AND VALIDITY, (2) FACTORIAL STRUCTURE, AND (3) CORRELATION WITH SELECTED PERSONALITY VARIABLES, PARENTAL SOCIAL CLASS STATUS, AMBITION FOR YOUTH, AND LEVEL OF OCCUPATIONAL ASPIRATION OF A YOUTH'S BEST FRIENDS. IT WAS FOUND THAT OAS HAS A STRUCTURE WHICH DOES JUSTICE TO THE VARIOUS ELEMENTS OF THE LOA CONCEPT AND HAS A DESIGN WHICH MAKES IT A PRACTICABLE INSTRUMENT FOR RESEARCH AND FOR COUNSELING WHEN EVALUATED SPECIFICALLY FOR THIS LATTER PURPOSE. THE MOST PRESSING UNRESOLVED PROBLEM OF THE OAS WAS THAT OF ITS UNKNOWN PREDICTION VALIDITY. (JH)

ED 002 869 24

STUDY OF THE EFFECT OF SPECIAL DAY TRAINING CLASSES FOR THE SEVERELY MENTALLY RETARDED, FINAL REPORT OF PHASE II.
BY- CAIN, LEO F. AND OTHERS
SAN FRANCISCO STATE COLL., CALIF.
REPORT NUMBER CRP-416 PUB DATE 59
CONTRACT OEC-SAE-6439
EDRS PRICE MF-$0.18 HC-$4.48 112P.

DESCRIPTORS- *COMPARATIVE ANALYSIS, *INSTITUTIONAL SCHOOLS, *MENTAL RETARDATION, *MENTALLY HANDICAPPED, *SPECIAL CLASSES, CALIFORNIA, INSTITUTIONAL ENVIRONMENT, OREGON, PARENT ATTITUDES, PUBLIC SCHOOLS, SAN FRANCISCO SOCIAL COMPETENCY SCALE, SOCIAL ADJUSTMENT, SOCIAL DEVELOPMENT,

THIS STUDY ATTEMPTED TO ASSESS CHANGES IN THE BEHAVIOR OF SEVERELY RETARDED CHILDREN AS A RESULT OF SCHOOL ATTENDANCE. THIS IS PHASE II OF A THREE-PART REPORT WHICH COVERS SOCIAL COMPETENCY AND PARENT ADAPTABILITY. THE SUBJECTS WERE PLACED IN AN EXPERIMENTAL GROUP (SCHOOL CHILDREN) AND A CONTROL GROUP (NONSCHOOL CHILDREN). THE SCHOOL CHILDREN ATTENDED SPECIAL CLASSES IN PUBLIC SCHOOL AND INSTITUTIONS, AND THE NONSCHOOL CHILDREN EITHER LIVED AT HOME OR IN INSTITUTIONS. THE SOCIAL COMPETENCY WAS COMPARED BETWEEN THESE CHILDREN, AND THE PARENT ADAPTABILITY WAS COMPARED BETWEEN PARENTS OF SCHOOL CHILDREN AND NONSCHOOL CHILDREN. ALL THE CHILDREN WERE 5 TO 12 YEARS OLD AND HAD IQ'S BETWEEN 25 AND 55. TWO NEW INSTRUMENTS WERE DEVELOPED--(1) THE SAN FRANCISCO SOCIAL COMPETENCY SCALE AND (2) A SCALE FOR PARENT ADAPTABILITY. INFORMATION INCLUDED DATA FROM INTERVIEWS, HOME VISITS, FAMILY CHARACTERISTICS (AGE, EDUCATION, AND INCOME), AND INTELLIGENCE TESTS. THE SOCIAL COMPETENCY SCORES INCLUDED SELF-HELP, INITIATIVE-RESPONSIBILITY, SOCIAL SKILLS, COMMUNICATION, AND FAVORED INSTITUTIONAL CHILDREN, BOTH SCHOOL AND NONSCHOOL. THE PARENT ADAPTABILITY SCORES INCLUDED MOTIVATION, EMPATHY, FLEXIBILITY AND ADAPTABILITY, AND FAVORED THE EXPERIMENTAL GROUP (PARENTS WITH CHILDREN IN SCHOOL). PARENTS OF INSTITUTIONAL CHILDREN WERE NOT GRADED. MORE STUDIES WERE RECOMMENDED. (GC)

ED 002 870 24

THE MEASUREMENT OF SENSORY THRESHOLDS IN EXCEPTIONAL CHILDREN, AN EXPERIMENTAL APPROACH TO SOME PROBLEMS OF DIFFERENTIAL DIAGNOSIS AND EDUCATION WITH SPECIAL REFERENCE TO HEARING.
BY- MEYERSON, LEE MICHAEL, JOHN L.
HOUSTON UNIV., TEXAS
REPORT NUMBER CRP-418 PUB DATE 31 MAY 60
EDRS PRICE MF-$0.18 HC-$2.72 68P. MONOGRAPHS IN SOMATOPSYCHOLOGY NO. 4

DESCRIPTORS- *AUDITORY TRAINING, *AURALLY HANDICAPPED, *HANDICAPPED CHILDREN, *PERCEPTION TESTS, *TRAINABLE MENTALLY HANDICAPPED, AUDITION (PHYSIOLOGY), AUDITORY PERCEPTION, HOUSTON, SENSORY EXPERIENCES, TEXAS,

THE PROBLEM OF THIS RESEARCH WAS TO DEVISE A NEW, NONVERBAL AND NONLANGUAGE PROCEDURE FOR TESTING THE HEARING OF MENTALLY RETARDED CHILDREN IN WHICH IMPAIRMENT IN DISCRIMINATING PURE TONES AT THRESHOLD LEVELS WOULD NOT BE CONFUSED WITH IMPAIRMENT OF AUDITORY SENSITIVITY. OPERANT CONDITIONING TECHNIQUES WERE APPLIED TO TRAINABLE MENTALLY RETARDED, NORMAL, AND PHYSICALLY HANDICAPPED CHILDREN IN THE MEASUREMENT OF PURE TONE HEARING THRESHOLDS. RESULTS WERE COMPARED WITH THE THRESHOLDS OBTAINED PREVIOUSLY BY AUDIOMETRISTS EXPERIENCED IN EXAMINING EXCEPTIONAL CHILDREN WITH CONVENTIONAL METHODS. A PANEL EQUIPPED WITH LEVERS WAS USED WHICH, WHEN OPERATED UPON SOUND, DISPENSED REINFORCERS. WHEN THE SUBJECT PUSHED A SPECIFIC LEVER, REINFORCERS APPEARED AND SOUND DISCONTINUED. SOUND CAME FROM EARPHONES OR LOUDSPEAKERS AND WAS CONTROLLED BY AN OBSERVING OPERATOR. THE OPERANT CONDITIONING PROCEDURE PROVIDED VALID AND RELIABLE MEASUREMENTS OF HEARING THRESHOLDS IN THE MENTALLY RETARDED CHILDREN. THE RESULTS OBTAINED, AFTER EXPERIMENTATION WITH 67 CHILDREN SUPPORTED THE BELIEF THAT THE PROCEDURE WAS AN EFFECTIVE ONE. RECOMMENDATIONS FOR MORE STUDY WERE SUGGESTED. (GC)

ED 002 871 24

EFFECTS OF SPECIAL TRAINING ON THE ACHIEVEMENT AND ADJUSTMENT OF GIFTED CHILDREN.
BY- HAMPTON, NELLIE D.
STATE COLLEGE OF IOWA, CEDAR FALLS
REPORT NUMBER CRP-423 PUB DATE 60
IOWA STATE DEPT. OF PUBLIC INSTR., DES MOINES
EDRS PRICE MF-$0.18 HC-$2.68 67P.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *EDUCATIONAL OPPORTUNITIES, *GIFTED, *STUDENT ADJUSTMENT, *SUMMER PROGRAMS, CEDAR FALLS, COMPARATIVE ANALYSIS, DES MOINES, EXPERIMENTAL CURRICULUM, GRADE 5, IOWA, PROGRAM EVALUATION, RURAL EDUCATION, SPECIAL EDUCATION, TRAINING,

AN EXPERIMENTAL 8-WEEK SUMMER PROGRAM FOR GIFTED CHILDREN IN RURAL AREAS AND TOWNS WAS TESTED FOR EFFECTIVENESS. THE HYPOTHESIS OF THIS PROJECT WAS THAT THERE WOULD BE NO SIGNIFICANT DIFFERENCE IN ACHIEVEMENT OR ADJUSTMENT BETWEEN STUDENTS PARTICIPATING IN THIS SPECIAL PROGRAM AND STUDENTS WHO HAD THE SAME INTELLIGENCE BUT NO SPECIAL TRAINING. THREE GROUPS OF 60 FIFTH-GRADE CHILDREN EACH WERE ESTABLISHED. EACH SUBJECT HAD AN IQ ABOVE 120. AN EXPERIMENTAL GROUP AND A CONTROL GROUP WERE PRETESTED AND ORGANIZED. POST-TESTING WAS DELAYED APPROXIMATELY 1 ACADEMIC YEAR FOLLOWING THE CLOSE OF THE SPECIAL SUMMER SESSION FOR THE EXPERIMENTAL GROUP. THE THIRD GROUP WAS SELECTED FROM A NEARBY COMMUNITY FOR TESTING AND STUDY, BUT BECAUSE SIGNIFICANT DIFFERENCES EXISTED IN THE INITIAL ACHIEVEMENT SCORES BETWEEN THIS GROUP AND THE EXPERIMENTAL GROUP, ADEQUATE COMPARISONS COULD NOT BE MADE. BASED ON THE ANALYSIS OF THE DATA AND FINDINGS, THE NULL HYPOTHESIS WITH RESPECT TO GROUP DIFFERENCES WAS PARTIALLY SUBSTANTIATED. SUCH FUNCTIONAL AREAS AS LIBRARY RESEARCH AND CRITICAL THINKING WERE EMPHASIZED DURING THE SUMMER PROGRAM, AND THE EXPERIMENTAL GROUP DID EXCEL IN THEM. IT WAS SUGGESTED THAT, WITH THE POSSIBLE DEVELOPMENT OF OTHER MEASURING DEVICES TAILORED TO THE OUTCOMES OF EXPERIMENTAL SUMMER SESSIONS, MORE PRONOUNCED DIFFERENCES BETWEEN EXPERIMENTAL AND CONTROL GROUPS MIGHT BE DISCOVERED. (JH)

ED 002 872 24

AN EXPERIMENT IN TEACHING TOPOGRAPHICAL ORIENTATION AND SPATIAL ORGANIZATION TO CONGENITALLY BLIND CHILDREN.
BY- GARRY, RALPH ASCARELLI, ANNA
BOSTON UNIV., MASS.
REPORT NUMBER CRP-424 PUB DATE 59
EDRS PRICE MF-$0.18 HC-$3.56 89P.

DESCRIPTORS- *BLIND CHILDREN, *HANDICAPPED CHILDREN, *LEARNING EXPERIENCE, *PERCEPTUAL DEVELOPMENT, *VISUALLY HANDICAPPED, BOSTON, GROUP INSTRUCTION, MASSACHUSETTS, ORGANIZATION, ORIENTATION, SENSORY EXPERIENCES, TRAINING,

THIS RESEARCH ATTEMPTED TO ESTABLISH A BETTER UNDERSTANDING OF THE PROBLEMS OF CONGENITALLY TOTALLY BLIND CHILDREN AND TO TEST THE POSSIBILITY OF MEETING THESE PROBLEMS WITH A SPECIAL TRAINING PROGRAM IN GENERAL ORIENTATION AND SPACE PERCEPTION. A SAMPLE OF 60 CHILDREN WAS SELECTED FOR THE EXPERIMENT. THESE SUBJECTS WERE WITHOUT ADDITIONAL PHYSICAL HANDICAPS AND WERE BETWEEN THE AGES OF 5 AND 14. THOSE CHILDREN WHO WERE UNABLE TO EXPLORE AND INVESTIGATE ENVIRONMENTAL STIMULI IN A SPATIAL RELATIONS TEST AND THROUGH SUPERVISORY OBSERVATION WERE SELECTED FOR SPECIAL TRAINING IN AN EXPERIMENTAL GROUP. THOSE WHO WERE MORE OR LESS ADEQUATE IN THE TESTING AND PROVED TO BE DEVELOPING NORMALLY, WERE SELECTED FOR THE CONTROL GROUP WHERE NO SPECIAL TRAINING WAS TO BE GIVEN. THE EFFECTS OF THE TRAINING PROGRAM WERE MEASURED BY TESTS, OBSERVATIONS AND RATINGS. THE TOTAL SAMPLE WAS DIVIDED ALMOST IN HALF BETWEEN THE TWO GROUPS. THE FOLLOWING ASPECTS OF SPACE ORGANIZATION WERE SELECTED FOR THE EXPERIMENTAL GROUP--(1) AWARENESS OF POSTURAL CHANGES, (2) CONCEPT AND MANIPULATION OF EXTENDED SURFACES, AND (3) OBJECT PERCEPTION AND LANGUAGE. STATISTICALLY SIGNIFICANT GAINS OVER THE CONTROL GROUP WERE SHOWN BY THE EXPERIMENTAL GROUP AFTER THE TRAINING PROGRAM WAS COMPLETED. HOWEVER, THE LEVEL ATTAINED WAS NOT YET EQUAL TO THE MEAN ORIGINAL LEVEL OF THE CONTROL GROUP. FURTHER STUDY WAS RECOMMENDED TO DEVELOP A MORE EFFECTIVE APPROACH TO SPATIAL PERCEPTUAL PATTERNS. (JH)

ED 002 873 24

A RESEARCH STUDY OF THE RATIONALE, METHODS, AND RESULTS OF "TEACHER-FACILITATIVE" GROUPING.
BY- THELEN, HERBERT A. AND OTHERS
CHICAGO UNIV.
REPORT NUMBER CRP-428 PUB DATE AUG 61
EDRS PRICE MF-$0.54 HC-$15.56 389P.

DESCRIPTORS- *CLASSROOM RESEARCH, *EDUCATIONAL METHODS, *GROUP STRUCTURE, *STUDENT CHARACTERISTICS, *TEACHER CHARACTERISTICS, CHICAGO, ILLINOIS, INSTRUCTIONAL TECHNOLOGY, LEARNING PROCESSES, MATCHED GROUPS, STUDENT ATTITUDES, STUDENT GROUPING, STUDENT TEACHER RELATIONSHIP, TEACHER SELECTION,

INSTRUCTIONAL METHODS WERE DEVELOPED FOR STUDENT GROUPS WITH VARYING PATTERNS FOR TEMPERAMENTAL READINESS AND ORIENTATION IN LEARNING TO HELP THE ELEMENTARY OR HIGH SCHOOL TEACHER ESTABLISH MORE MANAGEABLE AND PRODUCTIVE CLASSES, SATISFY HIS DESIRE TO HELP CERTAIN STUDENTS, AND HELP HIMSELF AT THE SAME TIME. THESE INNOVATIVE TEACHING METHODS EMPHASIZED SUCH ELEMENTS AS VERBAL GROUND COVERINGS, LEARNING BY DOING, SOCIAL INTERACTIVENESS, AND CONSCIOUS SELF-DIRECTIVENESS. THE INVESTIGATION SURVEYED 15 TEACHERS AND A NUMBER OF FUNCTIONAL COURSES. BASED ON TEACHER SELECTION AND THE RESULTS OF A LARGE TEST BATTERY, STUDENTS WERE SELECTED FOR AN EXPERIMENTAL CLASS FOR EACH TEACHER. A CONTROL CLASS FOR EACH TEACHER WAS ALSO SELECTED BY STANDARD PROCEDURES. EVALUATION OF STUDENT PROGRESS WAS ACCOMPLISHED THROUGH PRE- AND POST-TESTING AND GENERAL OBSERVATION OF BEHAVIOR. THE RESULTS OF ALL TEACHING METHODS STUDIED AGREED THAT HIGHER GRADES WERE GIVEN IN THE TEACHABLE OR EXPERIMENTAL CLASSES, BUT OTHER CONCLUSIONS SHOWED EXCEPTIONS IN A FEW CASES. IT WAS DETERMINED THAT ANY ATTEMPT AT HOMOGENEOUS EDUCATIONAL GROUPING MUST ACCOUNT FOR ATTITUDES AND CHARACTERISTICS OF STUDENT AND TEACHER ALIKE IF ANYTHING BUT ACCIDENTAL SUCCESS IS TO BE ANTICIPATED. FURTHER CONSIDERATIONS AND SUGGESTIONS WERE DISCUSSED IN THE REPORT SUMMARY. (JH)

ED 002 874 24

CAREER DEVELOPMENT OF SCIENTISTS, AN OVERLAPPING LONGITUDINAL STUDY.
BY- COOLEY, WILLIAM W.
HARVARD UNIV., CAMBRIDGE, MASS.,GRAD. SCH.OF EDUC.
REPORT NUMBER CRP-436 PUB DATE 63
EDRS PRICE MF-$0.27 HC-$7.80 195P.

DESCRIPTORS- *CAREER PLANNING, *OCCUPATIONAL CHOICE, *SCIENCE CAREERS, *SCIENCE EDUCATION, ACADEMIC ABILITY, CAMBRIDGE, FACTOR ANALYSIS, MASSACHUSETTS, SOCIOECONOMIC STATUS, STUDENT EVALUATION, VOCATIONAL COUNSELING, VOCATIONAL INTERESTS,

THE MAJOR FACTORS AFFECTING THE CHOICE OF SCIENCE AS A CAREER WERE EXAMINED FROM ELEMENTARY SCHOOL THROUGH 4 YEARS BEYOND COLLEGE. DIMENSIONS OF INDIVIDUAL PERSONALITY AND OF ENVIRONMENT WERE INCLUDED AS STUDY ELEMENTS. THE EMPHASIS ON THE OCCUPATIONAL CHOICE PROCESS NECESSITATED A CONCENTRATION ON PERSONALITY ASSESSMENT, INCLUDING THE SUBFACTOR OF ABILITY. DEPENDENT VARIABLES USED WERE EDUCATIONAL DECISIONS AND CAREER PLANS. A 5-YEAR OVERLAPPING LONGITUDINAL DESIGN WAS EMPLOYED TO INVESTIGATE IN ONLY 5 CALENDAR YEARS THE CRITICAL 16 YEARS OF THE DEVELOPMENT PROCESS OF BECOMING A SCIENTIST. THIS WAS ACCOMPLISHED BY SELECTING 700 MALE STUDENTS FROM 5 DIFFERENT GRADE LEVELS, 3 GRADES APART. AN OVERLAP OF 2 YEARS BETWEEN EACH GRADE WAS ALLOWED, TO COMPARE THE ADJACENT GROUPS. EACH STUDENT WAS CONTACTED THROUGH BOTH INTERVIEWS AND QUESTIONNAIRES DURING EACH STUDY YEAR TO DETERMINE CAREER PLANS AND EDUCATIONAL DECISIONS. CONTACT WAS MAINTAINED WITH OVER 90 PERCENT OF THE ORIGINAL SAMPLE. DATA ANALYSIS UTILIZED SUCH TECHNIQUES AS THE MULTIPLE GROUP DISCRIMINANT FUNCTION, MULTIPLE REGRESSION ANALYSIS, AND ANALYSIS OF VARIANCE AND COVARIANCE. MAJOR FACTORS DISCUSSED WERE ABILITY, FAMILY SOCIOECONOMIC STATUS, INTERESTS, AND INTROVERSION. THE REPORT CONCLUDED THAT THESE MAJOR FACTORS AFFECTING THE PROCESS OF CAREER DEVELOPMENT WERE KNOWN AND MEASURABLE. IMPLICATIONS FOR EDUCATIONAL PRACTICE AND FOR FURTHER RESEARCH WERE PROVIDED. (JH)

ED 002 875 24

THE INFLUENCE OF DIFFERENT TYPES OF PUBLIC HIGHER INSTITUTIONS ON COLLEGE ATTENDANCE FROM VARYING SOCIOECONOMIC AND ABILITY LEVELS.
BY- MEDSKER, LELAND L. AND OTHERS
CALIFORNIA UNIV., BERKELEY, CTR.FOR STUDY HI. ED.
REPORT NUMBER CRP-438 PUB DATE 65
EDRS PRICE MF-$0.18 HC-$4.76 119P.

DESCRIPTORS- *CAREER CHOICE, *COLLEGE ATTENDANCE, *HIGH SCHOOL GRADUATES, *QUESTIONNAIRES, *SURVEYS, BERKELEY, CALIFORNIA, COMMUNITY COLLEGES, FAMILY BACKGROUND, INDIVIDUAL CHARACTERISTICS, SOCIOECONOMIC STATUS,

THE CAREERS OF HIGH SCHOOL GRADUATES AND THE RELATIONSHIP BETWEEN THE GRADUATES' PURSUITS AND THEIR PERSONAL CHARACTERISTICS, FAMILY BACKGROUND, AND VARIOUS ENVIRONMENTAL FACTORS WERE INVESTIGATED. AN AREA OF MAJOR CONCERN WAS THE IDENTIFICATION OF FACTORS WHICH APPEAR TO BEAR ON COLLEGE ATTENDANCE. A SAMPLE OF 9,779 STUDENTS WITHIN 16 COMMUNITIES RESPONDED TO A COMPREHENSIVE QUESTIONNAIRE IN THE SPRING OF 1959 BEFORE GRADUATION. IN ADDITION, DATA ON SCORES OF ACADEMIC APTITUDE TESTS, PERFORMANCE ON A PERSONALITY INVENTORY, AND RANK IN CLASS WERE PROCURED. ALL GRADUATES WERE FOLLOWED UP IN THE FALL OF 1959 INCLUDING THOSE ATTENDING COLLEGE IN THE SUMMER OF 1960. FROM THE SAMPLE 43 PERCENT ENTERED COLLEGE IN THE FALL FOLLOWING GRADUATION, AND ONE-THIRD WENT DIRECTLY INTO EMPLOYMENT. THE TWO MAJOR REASONS FOR NOT ATTENDING COLLEGE WERE INADEQUATE FINANCIAL RESOURCES AND A PREFERENCE FOR WORK. SCHOLASTIC ABILITY, HIGH SCHOOL RANK, FATHER'S OCCUPATIONAL LEVEL, EDUCATIONAL ATTAINMENT OF PARENTS, READING REPORTEDLY DONE BY PARENTS, PARENTAL ENCOURAGEMENT, AND LOCAL COLLEGE LOCATION WERE FACTORS RELATED TO COLLEGE ATTENDANCE. OF THE STUDENTS WHO ENTERED COLLEGE IN THE FALL 83 PERCENT FINISHED THE ACADEMIC YEAR. PERSISTENCE WAS FOUND TO BE RELATED TO ABILITY, SOCIOECONOMIC STATUS, AND CERTAIN PERSONALITY TRAITS. (GC)

ED 002 876 24

MEASURED NEEDS OF TEACHERS AND THEIR BEHAVIOR IN THE CLASSROOM.
BY- TRAVERS, ROBERT M. W. AND OTHERS
UTAH UNIV., SALT LAKE CITY
REPORT NUMBER CRP-444 PUB DATE 30 SEP 61
CONTRACT OEC-444(8029)
EDRS PRICE MF-$0.36 HC-$8.44 211P.

DESCRIPTORS- *CLASSROOM TECHNIQUES, *OBSERVATION, *TEACHING METHODS, *TEACHING TECHNIQUES, PSYCHOLOGICAL NEEDS, RURAL AREAS, SALT LAKE CITY, TEACHER MOTIVATION, TESTING, URBAN AREAS, UTAH,

THE STUDY ATTEMPTED TO DETERMINE THE RELATIONSHIP BETWEEN THE NEED STRUCTURE OF THE TEACHER WITH RESPECT TO ACHIEVEMENT, AFFILIATION, RECOGNITION AND CONTROL, AND THE TEACHER'S PERFORMANCE IN THE CLASSROOM. THERE WERE THREE SEPARATE PHASES TO THIS RESEARCH--(1) INSTRUMENTS WERE DESIGNED TO MEASURE THE NEEDS OF TEACHERS IN THE CATEGORIES MENTIONED ABOVE, (2) THE METHODS OF MEASURING TEACHER PERFORMANCE IN THE CLASSROOM WERE SELECTED AND APPLIED, AND (3) THE RELATIONSHIPS BETWEEN THE PERFORMANCE OF THE TEACHERS

IN THE CLASSROOM AND THE CHARACTERISTICS OF THE TEACHERS WERE MEASURED BY THE VARIOUS TESTING DEVICES. THE SUBJECTS WERE TWO GROUPS OF UTAH TEACHERS--77 FROM METROPOLITAN SCHOOL DISTRICTS, GRADES K-6, AND 41 FROM SMALL TOWN AND RURAL AREAS, GRADES 1-5. THE INSTRUMENTS DESIGNED WERE--(1) UTAH STUDY OF BEHAVIOR, (2) TEST OF PERSONAL PREFERENCES FOR EDUCATIONAL OBJECTIVES, (3) TEST OF REACTIONS TO EDUCATIONAL SITUATIONS, (4) TEACHER PREFERENCE SCHEDULE, (5) VAN PIT SERIES WISHES TEST, (6) SELF-RATING SCALE, AND (7) INDIVIDUAL BACKGROUND QUESTIONNAIRE. IN ADDITION, WITHALL'S TECHNIQUE OF SAMPLING VERBAL STATEMENTS OF TEACHERS IN THE CLASSROOM AND RATING SCALE FOR RECORDING THE OBSERVERS' ASSESSMENT OF 35 CHARACTERISTICS OF THE TEACHER CLASSROOM BEHAVIORS WERE USED. COOPERATION OF THE SCHOOL DISTRICT OFFICIALS AND TEACHERS, OBSERVATIONS OF SCIENTISTS IN CLASSROOMS, AND KITS OF TESTS FOR TEACHERS WERE THE METHODS USED. NEGATIVE CORRELATION BETWEEN CONTROL AND AFFILIATION AND ACHIEVEMENT RATINGS BY OBSERVERS WERE FOUND. SCORES OF TEACHERS STATEMENTS WERE SUBSTANTIALLY HIGH. RECOMMENDATIONS WERE MADE FOR FURTHER STUDY OF TEACHER ATTITUDES AND TRAINING. (GC)

ED 002 877 24

THE INFLUENCE OF TEACHERS AND PEERS ON ASPIRATIONS OF YOUTH.
BY- ZANDER, ALVIN AND OTHERS
MICHIGAN UNIV., ANN ARBOR,RES.CTR.FOR GRP.DYNAMICS
REPORT NUMBER CRP-451 PUB DATE 61
MICHIGAN UNIV., ANN ARBOR,INST.FOR SOCIAL RESEARCH
EDRS PRICE MF-$0.18 HC-$3.36 84P.

DESCRIPTORS- *ASPIRATION, *SOCIAL INFLUENCES, *STUDENT TEACHER RELATIONSHIP, *TEACHER RESPONSIBILITY, ANN ARBOR, HIGH SCHOOL STUDENTS, LABORATORY EXPERIMENTS, MICHIGAN, MOTIVATION TECHNIQUES, OBJECTIVES, PSYCHOLOGICAL PATTERNS, SELF EVALUATION, STUDENT BEHAVIOR, TEACHER ROLE,

THE INFLUENTIAL RELATIONSHIPS BETWEEN THE STUDENT AND HIS TEACHERS AND PEERS WERE INVESTIGATED TO DETERMINE HOW AND WHY THEY MIGHT AFFECT STUDENT DESIRES AND OBJECTIVES. THREE SEPARATE STUDIES WERE CONDUCTED, INVOLVING APPROXIMATELY 740 JUNIOR AND SENIOR HIGH SCHOOL STUDENTS. THE FIRST, A QUESTIONNAIRE STUDY, EXAMINED THE EFFECTIVENESS OF SOCIAL INFLUENCES OF TEACHERS UPON THE ASPIRATIONS OF STUDENTS WITH RESPECT TO THEIR SOCIAL POWER AS IT APPEALS TO DIFFERENT STUDENT MOTIVES. THE SECOND, A LABORATORY EXPERIMENT, INQUIRED WHETHER SELF-EVALUATIONS AND EFFORTS TO COPE WITH AN EXPERIENCE OF FAILURE DIFFERED WHEN STUDENTS WERE EXPOSED TO SOCIAL PRESSURES FROM PEERS BASED UPON SEPARATE SOURCES OF SOCIAL POWER. THE THIRD, ALSO A LABORATORY EXPERIMENT, CONSIDERED THE CONTRASTING USES OF COPING BEHAVIOR BY A STUDENT WHEN HE WAS FREE TO SET HIS OWN ASPIRATIONS, WHEN HE WAS INFLUENCED BY AN AUTHORITY FIGURE TO ACHIEVE AT A GIVEN LEVEL, AND WHEN HE RECEIVED SOCIAL SUPPORT FROM HIS PEERS. FINDINGS IN ALL THREE AREAS OF STUDY WERE NUMEROUS AND ADDED NEW INSIGHTS TO THE ROLE A SINGLE TEACHER COULD PLAY IN SHAPING A STUDENT'S IMMEDIATE ASPIRATIONS OR DISTANT GOALS AND IN MOLDING THE PERSONALITY OF YOUTH. (JH)

ED 002 878 24

AN ANALYSIS OF SOME NECESSARY QUALITIES OF TEACHERS.
BY- SCHMID, MARVIN O. AND OTHERS
ARKANSAS UNIVERSITY, FAYETTEVILLE
REPORT NUMBER CRP-453 PUB DATE 62
EDRS PRICE MF-$0.18 HC-$4.40 110P.

DESCRIPTORS- *EFFECTIVE TEACHING, *MEASUREMENT TECHNIQUES, *TEACHER CHARACTERISTICS, *TEACHER EVALUATION, *TEACHER QUALIFICATIONS, ACHIEVEMENT RATINGS, ARKANSAS, DATA COLLECTION, EDUCATIONAL IMPROVEMENT, FAYETTEVILLE, INTELLIGENCE FACTORS, TEACHER ATTITUDES,

TEACHER CHARACTERISTICS WERE STUDIED IN TERMS OF RELATIONSHIPS AND RELEVANCY TO EFFECTIVE TEACHING, INCLUDING SUCH TRAITS AS KNOWLEDGE OF SUBJECT MATTER, SOCIAL INTELLIGENCE, KNOWLEDGE OF EDUCATIONAL PSYCHOLOGY, ACHIEVEMENT AND AFFILIATION MOTIVES, PROFESSIONAL ATTITUDES, AND KNOWLEDGE OF ABILITIES AND BACKGROUNDS OF THEIR STUDENTS. DATA COLLECTION INSTRUMENTS WERE GATHERED OR CONSTRUCTED FOR ASSESSING THESE CHARACTERISTICS AND THEIR INTERRELATIONSHIPS. THE DATA WERE OBTAINED FOR APPROXIMATELY 100 EXPERIENCED AND 120 STUDENT TEACHERS. RESULTS FOR BOTH GROUPS WERE THEN CORRELATED TO ESTABLISH SIMILARITIES THAT WOULD SUGGEST SOME STABILITY OF TRAIT STRUCTURE. THE EXPERIENCED AND STUDENT TEACHERS' WITH SPECIALITIES IN ENGLISH, SOCIAL STUDIES, SCIENCE, AND MATHEMATICS WERE ALSO CROSS-COMPARED. INTERCORRELATIONS OF THE CHARACTERISTICS AND THEIR SUBCOMPONENTS OBTAINED BY ANALYSIS PROVED TO BE MUCH LOWER THAN HAD BEEN ORIGINALLY EXPECTED. HOWEVER, THE FACTOR STRUCTURES DERIVED BETWEEN THE EXPERIENCED AND STUDENT GROUPS OF TEACHERS SHOWED GREAT SIMILARITY. IN ADDITION, THE TEACHERS WHEN CLASSIFIED BY SPECIALITY SHOWED NO SIGNIFICANT DIFFERENCES. (JH)

ED 002 879 24

LATE SCHOOL ENTRANCE, SOCIAL ACCEPTANCE, AND CHILDREN'S SCHOOL ACHIEVEMENT.
BY- SMITH, WALTER D. DEMMING, JOHN S.
FLORIDA ST. UNIV., TALLAHASSEE
REPORT NUMBER CRP-457 PUB DATE 58
EDRS PRICE MF-$0.09 HC-$1.72 43P.

DESCRIPTORS- *ADJUSTMENT (TO ENVIRONMENT), *LATE SCHOOL ENTRANCE, *PSYCHOLOGICAL PATTERNS, *SOCIAL STATUS, *TRANSIENT CHILDREN, ACHIEVEMENT, FLORIDA, STATISTICAL ANALYSIS, STUDENT MOBILITY, TALLAHASSEE,

THE RELATIONSHIP BETWEEN LATE ENTRANCE TO THE PUBLIC SCHOOL CLASSROOM AND THE SOCIAL AND EMOTIONAL ADJUSTMENT OF THE TRANSFER CHILD AND OTHER MEMBERS WITHIN THE CLASSROOM STRUCTURE WAS INVESTIGATED. FOUR ASPECTS OF THE PROBLEM OF LATE SCHOOL ENTRANCE WERE EXAMINED. NOTED EFFECTS WERE ON--(1) THE TOTAL SOCIAL STRUCTURE OF THE CLASSROOM, (2) THE SOCIAL STATUS OF THE LATE SCHOOL ENTRANT, (3) THE EMOTIONAL ADJUSTMENT OF THE LATE SCHOOL ENTRANT, AND (4) THE RELATIONSHIP BETWEEN THE TEACHER AND THE LATE SCHOOL ENTRANT. CHILDREN IN 25 CLASSROOMS, GRADES 4-6, CONSTITUTED THE STUDY SAMPLE. THE EXPERIMENTAL GROUP CONSISTED OF OVER 50 CHILDREN WHO ENTERED THE CLASSROOMS DURING A 2 1/2 MONTH PERIOD, MIDSCHOOL YEAR. CONTROL SUBJECTS WERE A NUMBER OF PUPILS WHO BEGAN IN THE CLASSROOMS AT THE START OF THE SCHOOL YEAR AND WHO REMAINED THEREIN. BY EXAMINING A NUMBER OF TEST SCORES OBTAINED AT SCHOOL ENTRY, DURING THE COURSE OF THE SCHOOL YEAR, AND AT THE END OF THE YEAR THE INVESTIGATORS NOTED THAT THE AREAS OF SOCIAL ACCEPTANCE AND SOCIAL STATUS SHOWED THE GREATEST AMOUNT OF DISPARITY BETWEEN THE TWO GROUPS. OTHER

TESTS MEASURING ADJUSTMENT REVEALED NO SIGNIFICANT DIFFERENCES. HOWEVER, THE RELATIONSHIP OF LATE SCHOOL ENTRANCE AND MEASURES OF ACADEMIC ACHIEVEMENT REMAINED UNEXPLORED. (JH)

ED 002 830 24

STUDIES OF HUMAN RELATIONS IN THE TEACHING-LEARNING PROCESS.
BY- BOWERS, NORMAN D. SOAR, ROBERT S.
VANDERBILT UNIV., NASHVILLE, TENN.
REPORT NUMBER CRP-469 PUB DATE 61
CONTRACT OEC-8143
EDRS PRICE MF-$0.36 HC-$9.04 226P.

DESCRIPTORS- #EFFECTIVE TEACHING, #HUMAN RELATIONS, #LEARNING LABORATORIES, #MANPOWER DEVELOPMENT, #TEACHER EDUCATION, CLASSROOM RESEARCH, GROUP LIVING, LEARNING, NASHVILLE, TEACHER ATTITUDES, TEACHER BACKGROUND, TEACHING, TENNESSEE,

THE EDUCATION OF TEACHERS IN THE METHODS AND TECHNIQUES OF EFFECTIVE GROUP MEMBERSHIP WAS THE FOCAL POINT OF THE RESEARCH PROJECT. EVALUATION STUDIES WERE ACCOMPLISHED USING LABORATORY TRAINING EXPERIMENTS IN THE AREA OF HUMAN RELATIONS. SOME 60 TEACHERS PARTICIPATED, DIVIDED INTO AN EXPERIMENTAL GROUP FOR LABORATORY WORKSHOPS AND A CONTROL GROUP. STEPS OF PRETRAINING, LABORATORY TRAINING FOR THE FORMER GROUP, AND POST-TRAINING WERE USED FOR COLLECTING PERTINENT DATA. INNOVATIVE ACTION WAS REPRESENTED BY THIS PROJECT FROM THE FOLLOWING STANDPOINTS--(1) IN THE MEASUREMENT OF TEACHER EFFECTIVENESS IN THE AREAS OF SOCIAL-EMOTIONAL CLIMATE OF THE CLASSROOM AND THE SOCIAL SKILLS OF THE CHILDREN, (2) IN THE APPLICATION OF A METHOD OF LEARNING WHICH COULD UPGRADE THESE TEACHER SKILLS, (3) IN PREDICTING WHICH TEACHERS COULD MOST LIKELY PROFIT FROM THIS TYPE OF LEARNING EXPERIENCE, AND (4) IN INCREASING UNDERSTANDING OF THE NATURE OF EFFECTIVE TEACHING. THE REPORT CONCLUDED THAT THE RESULTS OF THE PROJECT COULD ADD SIGNIFICANTLY TO MANY DIFFERENT ASPECTS OF EDUCATION. (JH)

ED 002 831 24

STUDIES OF THE EFFECTS OF SYSTEMATIC VARIATIONS OF CERTAIN CONDITIONS RELATED TO LEARNING. I. CONDITIONS OF REINFORCEMENT.
BY- BLAKE, KATHRYN A. AND OTHERS
SYRACUSE UNIV., N.Y., RESEARCH INSTITUTE
REPORT NUMBER CRP-470 PUB DATE 59
CONTRACT OEC-SAE-7794
EDRS PRICE MF-$0.54 HC-$15.40 385P.

DESCRIPTORS- #LEARNING PROCESSES, #MENTALLY HANDICAPPED, #PROBLEM SOLVING, #REINFORCEMENT, INDIVIDUAL TESTS, NEW YORK, SECONDARY EDUCATION, STANFORD BINET (REVISED), SYRACUSE, TESTING,

IN THIS INVESTIGATION, AN ATTEMPT WAS MADE TO EVALUATE THE EFFECT OF SYSTEMATIC VARIATIONS OF SELECTED CONDITIONS OF REINFORCEMENT. EMPLOYED AS SUBJECTS WERE THREE GROUPS OF CHILDREN (MENTALLY HANDICAPPED, INTELLECTUALLY NORMAL, AND INTELLECTUALLY SUPERIOR), ALL OF WHOM HAVE MENTAL AGES (REVISED STANFORD-BINET, FORM L) WITHIN THE 9 TO 12-YEAR RANGE. EIGHT TASKS WERE INDIVIDUALLY ADMINISTERED TO THE SUBJECTS. THESE INCLUDED A VERBAL AND A CONCRETE FORM OF TASKS ASSUMED TO INVOLVE CONDITIONED RESPONSE LEARNING, DISCRIMINATION LEARNING, RATE LEARNING, AND PROBLEM SOLVING. THE PROPOSED CONDITIONS OF REINFORCEMENT WERE DEFINED AS TYPE OF REINFORCEMENT, FREQUENCY OF REINFORCEMENT, AND TIME OF INTRODUCTION OF REINFORCEMENT. THE DIMENSIONS OR VARIATIONS OF THESE CONDITIONS OVERLAPPED. THE ANALYSES OF THE DATA INVOLVED COMPARISONS BOTH WITHIN INTELLIGENCE GROUPS AND BETWEEN INTELLIGENCE GROUPS. A NUMBER OF RELATIONSHIPS PERTAINING TO LEARNING PERFORMANCE AND LEVEL OF ASPIRATION WERE REPORTED. (LP)

ED 002 832 24

A STUDY OF THE RELATIONSHIP BETWEEN OBSERVED CLASSROOM BEHAVIORS OF ELEMENTARY STUDENT TEACHERS, PREDICTORS OF THOSE BEHAVIORS, AND RATINGS BY SUPERVISORS.
BY- WILK, ROGER E. AND OTHERS
MINNESOTA UNIV., MINNEAPOLIS, COLL. OF EDUCATION
REPORT NUMBER CRP-473 PUB DATE JAN 62
EDRS PRICE MF-$0.18 HC-$4.76 119P.

DESCRIPTORS- #ADMISSION (SCHOOL), #CLASSROOM COMMUNICATION, #PLACEMENT, #STUDENT TEACHERS, #SUPERVISION, BEHAVIOR PATTERNS, CLASSROOM ENVIRONMENT, ELEMENTARY SCHOOL TEACHERS, MINNEAPOLIS, MINNESOTA, OBSERVATION, PREDICTIVE MEASUREMENT, PRESERVICE EDUCATION, TEACHER EDUCATION, TEACHER PLACEMENT, TEACHER SUPERVISION,

THREE PARTICULAR PROBLEMS WERE THE CONCERN OF THIS STUDY--(1) THE VALIDITY OF ADMISSIONS DATA USED IN ELEMENTARY TEACHER EDUCATION PROGRAMS, (2) THE EFFECTS OF DIFFERENT STUDENT TEACHING PLACEMENTS, AND (3) THE RELATIONSHIP BETWEEN JUDGMENT RATINGS OF STUDENT TEACHERS MADE BY STUDENT TEACHING SUPERVISORS USING THE REGULARLY EMPLOYED OBSERVATIONAL PROCEDURES OF THEIR OFFICE AND COMPARABLE RATINGS MADE BY RESEARCH OBSERVERS USING PROCEDURES ESPECIALLY SET UP FOR THE PURPOSE OF THIS STUDY. THE DESIGN TREATED FOUR SOURCES OF VARIATION AS EXPERIMENTAL VARIABLES--(1) STUDENT TEACHERS' GRADE LEVEL PREFERENCE, (2) STUDENT TEACHERS' QUARTER OF EXPERIENCE, (3) CLASSROOM GRADE LEVEL, AND (4) ORDER OF PREFERENCE IN TWO DIFFERENT GRADE LEVEL ASSIGNMENTS. THE CONTROLLED VARIABLES (THOSE TREATED IN SUCH A WAY THAT THEY WOULD NOT BIAS THE OBSERVATIONS) WERE--(1) THE PROFESSIONAL EDUCATION OF THE STUDENT TEACHER, (2) THE SEX OF THE STUDENT TEACHER, (3) TRAVEL BY THE STUDENT TEACHER, AND (4) SOCIOECONOMIC LEVEL OF THE CLASSROOM. ON THE BASES OF STUDENT TEACHER OBSERVATIONS AND INTERVIEWS, AND SPECIFIC TEST ADMINISTRATIONS, THE FOLLOWING CONCLUSIONS WERE REACHED--(1) ADMISSION DATA WERE NOT RELIABLE FOR CLASSROOM BEHAVIOR PREDICTIONS, (2) CLASSROOM PLACEMENTS APPEARED TO BE MORE CLOSELY RELATED TO SPECIFIC STUDENT TEACHER RESPONSES TO INDIVIDUAL PUPILS AND TO A CLASS THAN THEY WERE TO GENERALIZED TENDENCIES TO USE CERTAIN CATEGORIES OF VERBAL BEHAVIOR, AND (3) RATINGS BETWEEN THE SUPERVISORS AND THE RESEARCH OBSERVERS ON EITHER PERSONALITY OR CLASSROOM PERFORMANCE JUDGMENTS GENERALLY EXHIBITED A HIGH DEGREE OF AGREEMENT. (JH)

ED 002 833 24

CONVERSATIONAL ENGLISH FOR NONENGLISH-SPEAKING CHILDREN.
BY- COOPER, JAMES G.
GUAM COLLEGE, AGANA
REPORT NUMBER CRP-477 PUB DATE 62
EDRS PRICE MF-$0.09 HC-$1.08 27P.

DESCRIPTORS- *LANGUAGE ARTS, *LANGUAGE HANDICAPS, *NON ENGLISH SPEAKING, *ORAL ENGLISH, *READING READINESS, AGANA, CALIFORNIA ACHIEVEMENT TEST (CAT), ELEMENTARY SCHOOLS, ENGLISH INSTRUCTION, GUAM, LADO'S TEST OF AURAL COMPREHENSION, LINGUISTICS, SCHOOL ACHIEVEMENT TEST,

A 4-YEAR LANGUAGE ARTS PROGRAM WAS BEGUN ON GUAM USING TWO NEW APPROACHES. IT WAS FELT THAT THE PRIMARY GRADES LANGUAGE ARTS PROGRAM SHOULD INCLUDE (1) A YEAR OF CONVERSATIONAL ENGLISH, FOLLOWED BY THE USUAL READING ACTIVITIES IN GRADES TWO AND THREE AND (2) ONE-HALF YEAR OF CONVERSATIONAL ENGLISH FOLLOWED BY THE USUAL READING ACTIVITIES. IT WAS HYPOTHESIZED THAT BOTH OF THESE APPROACHES WERE SUPERIOR TO THE STANDARD METHOD, NAMELY, THE EARLY INTRODUCTION OF FORMAL READING IN THE FIRST GRADE, AND THAT THESE SUPERIORITIES WERE APPARENT BY THE END OF THE THIRD GRADE, OR POSSIBLY THE FOURTH. AT THE END OF THE FIRST YEAR, A TEST OF ORAL ENGLISH AND THE SCHOOL ACHIEVEMENT TEST WERE GIVEN TO ALL PUPILS. DURING THE SPRING OF THE THIRD YEAR, THE CALIFORNIA ACHIEVEMENT TESTS AND THE PICTURE SECTION OF LADO'S TEST OF AURAL COMPREHENSION WERE GIVEN. FINALLY, THE READING SECTION OF THE CALIFORNIA ACHIEVEMENT TEST WAS GIVEN TOWARD THE END OF THE FOURTH YEAR. IT WAS RECOMMENDED THAT A LANGUAGE ARTS PROGRAM SHOULD INCLUDE A LONGER PERIOD OF TIME DEVOTED TO TEACHING CONVERSATIONAL ENGLISH, AND THAT THIS WOULD IMPROVE THE SUBSEQUENT LEARNING OF READING AND LISTENING SKILLS. (JL)

ED 002 834 24

EFFECTIVENESS OF CENTRALIZED LIBRARY SERVICE IN ELEMENTARY SCHOOLS (PHASE I).
BY- GAVER, MARY V.
RUTGERS, THE STATE UNIV., NEW BRUNSWICK, N.J.
REPORT NUMBER CRP-489 PUB DATE 60
CONTRACT OEC-489-SAE-8132
EDRS PRICE MF-$0.38 HC-$8.76 219P.

DESCRIPTORS- *ELEMENTARY SCHOOL LIBRARIES, *ELEMENTARY SCHOOL STUDENTS, *LIBRARY SERVICES, *LIBRARY STANDARDS, *READING ACHIEVEMENT, LIBRARY SKILLS, NEW BRUNSWICK, NEW JERSEY, READING DEVELOPMENT, READING IMPROVEMENT, READING INTERESTS,

THE CHARACTERISTIC ABILITIES AND ACHIEVEMENT IN READING AND OTHER RELATED SKILLS AND UNDERSTANDINGS OF ELEMENTARY SCHOOL CHILDREN WHO HAD ACCESS TO CENTRALIZED LIBRARY SERVICES WERE COMPARED WITH THOSE WHO DID NOT. DATA WERE GATHERED FROM SIX SCHOOLS WITH VARYING SCHOOL LIBRARY PROVISIONS WHICH INCLUDED EXAMPLES OF--(1) A CENTRALIZED SCHOOL LIBRARY WITH A QUALIFIED SCHOOL LIBRARIAN AND A COLLECTION MEETING HIGH QUANTITATIVE AND QUALITATIVE STANDARDS, (2) CLASSROOM COLLECTION OF BOOKS BUT NO CENTRALIZED LIBRARY, AND (3) A CENTRALIZED COLLECTION OF BOOKS NOT ATTENDED BY A QUALIFIED LIBRARIAN. MEASURES WERE DEVELOPED AND APPLIED TO SUCH AREAS AS--(1) THE PROVISION OF LIBRARY-RELATED MATERIALS, (2) THE ACCESSIBILITY OF RESOURCES AND SERVICES, (3) THE EXTENT OF LIBRARY-RELATED ACTIVITIES, (4) THE DEGREE OF MASTERY OF LIBRARY SKILLS, AND (5) THE AMOUNT AND KIND OF READING DONE BY CHILDREN. SCORES WERE STUDIED IN TERMS OF--(1) THEIR RELATIONSHIP TO MEASURES OF EDUCATIONAL ACHIEVEMENT OF SIXTH-GRADE CHILDREN AND SOCIOECONOMIC STATUS OF PARENTS AND (2) THEIR ABILITY TO DIFFERENTIATE BETWEEN SCHOOLS HAVING VARYING CATEGORIES OF LIBRARY PROVISION. THE MEASURES DIFFERENTIATED IN FAVOR OF THE SCHOOL LIBRARY CATEGORY IN MOST, THOUGH NOT ALL, CASES FOR THE SAMPLE. (TC)

ED 002 835 24

THE BEHAVIORAL AND ACADEMIC IMPLICATIONS OF HEARING LOSSES AMONG ELEMENTARY SCHOOL CHILDREN.
BY- STEER, M.D. AND OTHERS
PURDUE UNIV., LAFAYETTE, IND.
REPORT NUMBER CRP-492 PUB DATE FEB 61
EDRS PRICE MF-$0.27 HC-$7.40 185P.

DESCRIPTORS- *AUDITORY DISCRIMINATION, *AURALLY HANDICAPPED, *INSTITUTIONAL SCHOOLS, *PUBLIC SCHOOLS, AUDITION (PHYSIOLOGY), AUDITORY PERCEPTION, COMPARATIVE ANALYSIS, DEAF, INDIANA, LAFAYETTE, SPECIAL CLASSES,

THE RELATION OF HEARING LOSS IN SCHOOL PUPILS TO INFORMATION DERIVED FROM (1) SOCIOMETRIC TESTS, (2) SOCIAL BEHAVIOR TREND INDEXES, (3) TEACHER JUDGMENTS AND RATINGS, (4) PARENT QUESTIONNAIRES, AND (5) STANDARDIZED ACHIEVEMENT AND INTELLIGENCE TESTS WERE EXAMINED. THE SUBJECTS CONSISTED OF AN EXPERIMENTAL GROUP OF PUPILS WITH VARIOUS TYPES AND LEVELS OF HEARING IMPAIRMENT, MATCHED WITH A CONTROL GROUP OF NORMAL HEARING CLASSMATES AND A SPECIAL CLASSROOM OF PUPILS REPRESENTING CONDITIONS OF MODERATE TO SEVERE HEARING IMPAIRMENT. THE STUDENTS WERE FROM FOUR INDIANA PUBLIC SCHOOL SYSTEMS, GRADES 4-7, AND AN INSTITUTION. THE FINDINGS IN BOTH GROUPS WERE CONSISTENT IN THAT THOSE SUBJECTS WITH HEARING LOSS WERE LESS SOCIALLY ADJUSTED AND HAD LOWER AVERAGE INTELLIGENCE SCORES, MORE NEED OF APPROVAL IN RATINGS BY PARENTS AND LOWER RATINGS IN READING, ARITHMETIC, AND SPELLING ACHIEVEMENT. THE SPECIAL CLASSROOM PROGRAM RESULTED IN SIMILAR FINDINGS. (GC)

ED 002 836 24

MOTIVATION OF SPEECH AND HEARING HANDICAPPED CHILDREN.
BY- SIEGENTHALER, BRUCE M. GERSTMAN, HUBERT L.
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
REPORT NUMBER CRP-495 PUB DATE 30 JUN 60
CONTRACT OEC-SAE-8173
EDRS PRICE MF-$0.18 HC-$4.24 106P.

DESCRIPTORS- *AUDITORY TRAINING, *HANDICAPPED CHILDREN, *MOTIVATION TECHNIQUES, *SPEECH EDUCATION, *TEST CONSTRUCTION, INTEREST TESTS, LEARNING EXPERIENCES, PENNSYLVANIA, PSYCHOLOGICAL PATTERNS, SPEECH HANDICAPS, STUDENT NEEDS, THERAPEUTIC ENVIRONMENT, UNIVERSITY PARK,

AN ANALYSIS WAS MADE OF CHILD MOTIVATION IN STRUCTURED SPEECH AND HEARING THERAPY BASED ON THE ASSUMPTION THAT CHILDREN WHO NEED THIS TYPE OF HELP HAVE A CONSCIOUS DESIRE FOR IMPROVEMENT. PERTINENT LITERATURE WAS SURVEYED TO ESTABLISH A LISTING OF COMMON MOTIVES, DESIRES, AND NEEDS OF PEOPLE, AND A MOTIVATIONAL PREFERENCE EXAMINATION WAS DEVELOPED. THIS WAS ADMINISTERED TO OVER 400 CHILDREN IN 2 GROUPS, THOSE HAVING HANDICAPS IN HEARING AND SPEECH AND THOSE WHO WERE NORMAL. EACH CHILD WAS ASKED TO RANK SEVERAL MOTIVATIONS (ITEMS) TO MEASURE HIS INTEREST IN IMPROVED SPEECH AND OTHER BASIC MOTIVATIONAL GOALS. ANSWERS FROM EACH SUBJECT WERE THEN GROUPED ACCORDING TO SEX, AGE, SPEECH, AND HEARING CATEGORIES, AND THE STANDARD MEANS AND DEVIATIONS

BETWEEN AND WITHIN THE GROUPS WERE OBTAINED. NOT ALL THE CHILDREN SAMPLED SHOWED THE DESIRE FOR BETTER SPEECH AND/OR HEARING HIGH ON THEIR HIERARCHY OF MOTIVES. HOWEVER, THE HANDICAPPED CHILDREN GENERALLY RANKED THE HEARING OR SPEECH MOTIVES VERY HIGH WITH RESPECT TO THEIR INDIVIDUAL AREAS OF DEFICIENCY. FURTHER STUDY OF MOTIVE PATTERNS WAS RECOMMENDED IN ORDER TO BUILD A WORKABLE RELATIONSHIP BETWEEN THE MOTIVES OF THE INDIVIDUAL CHILD AND HIS NEED FOR SPECIAL THERAPY. (JH)

ED 002 887 24

EFFECTS AND INTERACTIONS OF AUDITORY AND VISUAL CUES IN ORAL COMMUNICATION.
BY- KEYS, JOHN W. AND OTHERS
OKLAHOMA UNIV., NORMAN, RESEARCH INSTITUTION
REPORT NUMBER CRP-499 PUB DATE 60
CONTRACT OEC-SAE-8277
EDRS PRICE MF-$0.09 HC-$1.48 37P.

DESCRIPTORS- *AUDITORY DISCRIMINATION, *AUDITORY VISUAL TESTS, *AURALLY HANDICAPPED, *LIPREADING, *ORAL COMMUNICATION, AUDIOVISUAL AIDS, AUDITORY PERCEPTION, HANDICAPPED CHILDREN, LEARNING EXPERIENCES, NORMAN,OKLAHOMA, SENSORY EXPERIENCES, SPEECH SKILLS, VISUAL PERCEPTION,

VISUAL AND AUDITORY CUES WERE TESTED, SEPARATELY AND JOINTLY, TO DETERMINE THE DEGREE OF THEIR CONTRIBUTION TO IMPROVING OVERALL SPEECH SKILLS OF THE AURALLY HANDICAPPED. EIGHT SOUND INTENSITY LEVELS (FROM 6 TO 15 DECIBELS) WERE USED IN PRESENTING PHONETICALLY BALANCED WORD LISTS AND MULTIPLE-CHOICE INTELLIGIBILITY LISTS TO A SAMPLE OF 24 SUBJECTS. THE SUBJECTS WERE DIVIDED EQUALLY INTO THREE GROUPS--(1) THOSE WITH NORMAL HEARING, (2) THOSE WITH RELATIVELY "FLAT" HEARING LOSS, AND (3) THOSE WITH "DROPPING" OR "SLOPING" HEARING LOSS. SCORES CONSISTING OF THE NUMBER OF CORRECT RESPONSES WERE OBTAINED WITH AUDITORY AND VISUAL CUES, ALONE AND THROUGH AN INTERACTION OF BOTH AS A FUNCTION OF DISCRETE INTENSITY INCREASE. ANALYSIS OF THE VARIOUS EFFECTS AND INTERACTIONS WAS CONDUCTED THROUGH THE USE OF VARIANCE TECHNIQUES. THE ABILITY TO INTERPRET CORRECTLY SPOKEN LANGUAGE WITH THE BISENSORY APPROACH GREATLY EXCEEDED THAT YIELDED BY EITHER AUDITION OR VISION IN ISOLATION. FUTURE ATTEMPTS TO REHABILITATE AN INDIVIDUAL WHOSE HEARING IS IMPAIRED THROUGH LIPREADING INSTRUCTION AND AUDITORY TRAINING SHOULD THUS COMBINE THESE TWO TYPES OF TRAINING INTO A UNIFIED INSTRUCTIONAL PROGRAM. (JH)

ED 002 888 24

EDUCATIONAL OF THE AURALLY HANDICAPPED--A PSYCHOLINGUISTIC ANALYSIS OF VISUAL COMMUNICATION.
BY- LOWELL, EDGAR L. AND OTHERS
UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES
REPORT NUMBER CRP-502 PUB DATE 60
EDRS PRICE MF-$0.18 HC-$3.40 85P.

DESCRIPTORS- *AURALLY HANDICAPPED, *DEAF EDUCATION, *LINGUISTIC PATTERNS, *LIPREADING, *PERCEPTUAL DEVELOPMENT, AUDITORY VISUAL TESTS, CALIFORNIA, HANDICAPPED CHILDREN, ANGUAGE DEVELOPMENT, LEARNING EXPERIENCES, LOS ANGELES, LOT PROJECTS, PSYCHOEDUCATIONAL PROCESSES, PSYCHOLOGICAL TERNS, SPEECH SKILLS, VISUAL PERCEPTION,

A PILOT STUDY WAS CONDUCTED TO DEFINE THE CHARACTER OF SPEECH MATERIAL IN VISUALLY PERCEPTUAL TERMS AND TO APPLY THE DEFINED CONCEPTS TO THE PROCESS OF INDUCED LANGUAGE ACQUISITION BY THE DEAF AND HARD-OF-HEARING. ITS PURPOSE WAS TO BUILD A CONCEPTUAL FOUNDATION FOR THE LATER DEVELOPMENT OF A COMPREHENSIVE RESEARCH PROGRAM, LEADING TO THE IMPROVEMENT OF LIPREADING TECHNIQUES AND OTHER METHODS OF TEACHING THE AURALLY HANDICAPPED. A LINGUISTIC MODEL WAS USED TO IMPLEMENT THE TWO PHASES OF THIS PRELIMINARY STUDY--(1) SPEECH PERCEPTION AND (2) LANGUAGE ACQUISITION. THE FIRST CONSISTED OF PREPARING A FILM TEST WITHOUT SOUND, HAVING APPROXIMATELY 200 MONOSYLLABIC ENGLISH NOUNS PRONOUNCED WITH A FULL-FACE VIEW AND A 45-DEGREE PROFILE VIEW FOR LIPREADING PURPOSES. IT WAS ADMINISTERED TO ABOUT 430 ADULT SUBJECTS DIVIDED INTO EXPERIMENTAL AND CONTROL GROUPS. ANOTHER FILM WAS ALSO PREPARED AND ADMINISTERED, USING NONSENSE SYLLABLES TO ASSIST THE SUBJECTS IN THE PERCEPTION OF THE INITIAL CONSONANTS. THE SECOND PHASE WAS A DESIGN PROJECT FOR A LONG-RANGE FOLLOWUP PROGRAM INVOLVING EDUCATION FOR DEAF CHILDREN. AS A MEANS OF DEVELOPING ELICITING PROCEDURES APPROPRIATE FOR PLANNING, A PILOT PERCEPTUAL DISCRIMINATION TEST WAS CONSTRUCTED AND GIVEN TO 21 NURSERY SCHOOL STUDENTS. (JH)

ED 002 889 24

AN ANALYSIS OF THE FACTORS RELATED TO THE MOTIVATION AND ACHIEVEMENT OF STUDENTS IN SCIENCE COURSES IN THE JUNIOR AND SENIOR HIGH SCHOOL, FINAL REPORT.
BY- MALLINSON, GEORGE G.
WESTERN MICHIGAN UNIV., KALAMAZOO,SCH.GRAD.STUDIES
REPORT NUMBER CRP-503 PUB DATE 63
EDRS PRICE MF-$0.36 HC-$8.12 203P.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *HIGH SCHOOL STUDENTS, *SCIENCE COURSES, *STUDENT MOTIVATION, *TESTING PROGRAMS, FACTOR ANALYSIS, INTELLIGENCE, INTERESTS, KALAMAZOO, MICHIGAN, PARENT INFLUENCE, READING ABILITY, STUDENT TEACHER RELATIONSHIP, TEACHING METHODS,

A 6-YEAR INVESTIGATION WAS MADE TO IDENTIFY THE FACTORS THAT (1) RELATE TO THE ACHIEVEMENT IN SCIENCE OF STUDENTS IN JUNIOR AND SENIOR HIGH SCHOOL AND (2) MOTIVATE STUDENTS TO ELECT COURSES IN SCIENCE AT THESE LEVELS. TO OBTAIN THE REQUIRED DATA, THE INVESTIGATOR SELECTED APPROXIMATELY 2,500 STUDENTS WHO ENTERED THE SEVENTH GRADE IN THE FALL 1957 IN 12 SCHOOL SYSTEMS AS SUBJECTS FROM THAT TIME THROUGH THEIR SENIOR YEAR OF HIGH SCHOOL. NUMEROUS MEASUREMENTS WERE MADE DURING THE PROJECT INCLUDING--(1) THE MENTAL ABILITY, READING ABILITY, EDUCATIONAL PLANS, INTERESTS, AND SCIENCE ACHIEVEMENT OF THE STUDENT SUBJECTS, (2) THE ACADEMIC BACKGROUND AND PERSONALITY FACTORS OF THEIR TEACHERS, AND (3) CERTAIN CHARACTERISTICS OF THEIR FAMILIES, SCHOOL SYSTEMS, AND COMMUNITIES. THE CONCLUSIONS AND IMPLICATIONS DRAWN FROM THESE MEASUREMENTS WERE GROUPED UNDER SUCH HEADINGS AS--(1) SCIENCE ACHIEVEMENT AND THE SCHOOL, (2) STUDENT FACTORS, (3) HOME, SCHOOL, AND COMMUNITY FACTORS, AND (4) TEACHER FACTORS. THE MOST INFLUENTIAL FACTOR IN SCIENCE ACHIEVEMENT SEEMED TO BE THAT OF ASPIRATIONS AND INTEREST OF PARENTS FOR THE EDUCATION OF THEIR CHILDREN. NO SINGLE TECHNIQUE WAS SUGGESTED FOR THE PROBLEMS OF IMPROVED SCIENCE TEACHING OR SCIENCE COUNSELING, ALTHOUGH MANY POSSIBILITIES WERE PRESENTED. (JH)

ED 002 890 24

A SOCIOPSYCHOLOGICAL STUDY OF CONFORMING AND DEVIATING BEHAVIOR AMONG ADOLESCENTS.
BY- REISS, ALBERT J., JR. RHODES, ALBERT L.
IOWA UNIV., IOWA CITY
REPORT NUMBER CRP-507 PUB DATE 31 OCT 59
CONTRACT OEC-507(8133)
EDRS PRICE MF-$0.99 HC-$26.88 672P.

DESCRIPTORS- *ADOLESCENTS, *CONFORMITY, *DELINQUENT BEHAVIOR, *PEER GROUPS, *STUDENT ATTITUDES, AMERICAN CULTURE, IOWA, IOWA CITY, PAROCHIAL SCHOOLS, PRIVATE SCHOOLS, PUBLIC SCHOOLS, RELATIONSHIP, SEX DIFFERENCES, SOCIAL OPPORTUNITIES,

DESCRIPTION AND ANALYSIS OF ADOLESCENT STUDENTS AND THE FACTORS UNDERLYING CONFORMITY-PERFORMANCE-DEVIANT BEHAVIOR WERE ATTEMPTED, AND A PREDICTIVE MEASURE OF NONCONFORMITY WAS FORMULATED. A QUESTIONNAIRE WAS DEVELOPED TO MEASURE ATTITUDES OF ADOLESCENTS TOWARD THE MAJOR VALUE AREAS OF AMERICAN CULTURES, ADOLESCENT PERCEPTIONS OF SOCIAL CONTROLS, AND SELF-RATINGS OF BEHAVIOR. IT WAS ADMINISTERED TO 22,000 CHILDREN IN THE SEVENTH THROUGH NINTH GRADES IN THE PUBLIC, PRIVATE, AND PAROCHIAL SCHOOLS OF 1 COUNTY IN IOWA. A SAMPLE OF MORE THAN 1,000 BOYS WAS SELECTED AND INTERVIEWED TO OBTAIN THEIR VIEWS ON SOCIAL CONTROLS, AND CASE HISTORIES WERE OBTAINED. THE 2 CLOSEST FRIENDS OF EACH OF 300 MEMBERS OF A STRUCTURED PROBABILITY SAMPLE WERE THEN INTERVIEWED TO OBTAIN DATA ON PEER-GROUP RELATIONSHIPS. JUVENILE COURT RECORDS PROVIDED INFORMATION ON DEVIANT BEHAVIOR OF ALL MEMBERS OF THE TOTAL SAMPLE, AND SCHOOL AUTHORITIES GAVE INFORMATION ON STUDENTS WHO EITHER PRESENTED ATTENDANCE PROBLEMS OR WITHDREW FROM SCHOOL. CONSIDERABLE DIFFERENTIATION EXISTS WITHIN THE POPULATION WITH RESPECT TO CONFORMITY AND DEVIATION RELATIVE TO SOCIAL NORMS. NEITHER THE CONFORMERS TO, NOR THE DEVIATORS FROM, ANY NORM OR SET OF SOCIAL NORMS SHOULD BE SEEN AS A HOMOGENEOUS ENTITY FOR PURPOSES OF CAUSAL ANALYSIS. THE TYPES OF CONFORMERS AND DEVIATORS IDENTIFIED IN THIS STUDY MIGHT SERVE AS A BASIS FOR FURTHER INVESTIGATION. (JL)

ED 002 891 24

THE USE OF TEST RESULTS.
BY- HASTINGS, J.T. AND OTHERS
ILLINOIS UNIV., URBANA, BUR. OF EDUC. RESEARCH
REPORT NUMBER CRP-509 PUB DATE 60
CONTRACT OEC-509(8141)
EDRS PRICE MF-$0.36 HC-$9.72 243P.

DESCRIPTORS- *ADMINISTRATIVE PERSONNEL, *COUNSELORS, *DECISION MAKING SKILLS, *TEACHER ATTITUDES, *TEST RESULTS, ILLINOIS, INSERVICE TEACHER EDUCATION, INTERVIEWS, QUESTIONNAIRES, SECONDARY SCHOOLS, SURVEYS, URBANA,

THE STUDY BEGAN WITH A STATEWIDE QUESTIONNAIRE SURVEY TO PROVIDE ESSENTIAL STATISTICS ABOUT VARIABLES EXPECTED TO BE OF CONTINUING INTEREST, AND TENTATIVE ANSWERS TO SUCH QUESTIONS AS WHETHER FORMAL TRAINING IN TESTING IS ASSOCIATED WITH DIFFERENT PRACTICES IN THE USE OF TESTS OR IN DIFFERENT BELIEFS ABOUT THEIR USEFULNESS, AND WHETHER THE PRESENCE OF COUNSELORS IN SCHOOLS HAS OBSERVABLE AND RELEVANT EFFECTS ON THE CONDITIONS OF STUDENTS. THIS STUDY WAS DESIGNATED SUBSTUDY A. SUBSTUDY B WAS AN EXPLORATORY TRAINING PROJECT, SUBSTUDY C COVERED FACTORS WHICH INFLUENCED TEACHERS' DECISION-MAKING PROCESSES, AND SUBSTUDY D REPORTED ON INVESTIGATIONS INTO TEACHERS' ATTITUDES TOWARDS USE OF INFORMATION ACQUIRED BY MEANS OF TESTS. THE RESEARCH REPORTED IS THE FIRST PHASE OF A LARGER PROGRAM. SOME OF ITS MORE IMPORTANT PRODUCTS WERE METHODOLOGICAL--KIT, THE CARD SORT, AND THE FINDING THAT TEACHERS CAN DESCRIBE ONLY VERY POORLY THEIR OWN DECISION-MAKING PROCESSES. OTHERS WERE ESTIMATIONS OF THE BRUTE LEVEL ATTITUDE OR REPORTED PRACTICES AS TO HOW MANY 11TH GRADERS IN ILLINOIS FELT THAT THEIR TEACHERS SPEND AS MUCH TIME AS THEY OUGHT TO SPEND IN GETTING TO KNOW THEIR STUDENTS, OR HOW MANY MENTIONED SCHOOL FACULTY MEMBERS WHEN ASKED TO WHOM THEY USUALLY GO TO TALK OVER THEIR PLANS AND PROBLEMS. THE SUBSTANTIVE FINDINGS SUGGESTED IMPORTANT FACTORS TO BE CONSIDERED, NOT ONLY IN FURTHER RESEARCH, BUT IN TRAINING COUNSELORS AND TESTING EXPERTS. (JL)

ED 002 892 24

LATE SCHOOL ENTRANCE, SOCIAL ACCEPTANCE, AND CHILDREN'S SCHOOL ACHIEVEMENT.
BY- SMITH, WALTER D.
FLORIDA ST. UNIV., TALLAHASSEE, INST. OF HUMAN DEV.
REPORT NUMBER CRP-510 PUB DATE 59
EDRS PRICE MF-$0.09 HC-$1.88 47P.

DESCRIPTORS- *ACHIEVEMENT TESTS, *LATE SCHOOL ENTRANCE, *SOCIAL DEVELOPMENT, ACHIEVEMENT, COMPARATIVE ANALYSIS, FLORIDA, MCGUIRE WHITE SOCIOECONOMIC INDEX, METROPOLITAN ACHIEVEMENT TESTS, PINTNER GENERAL INTELLIGENCE TEST, SOCIOECONOMIC STATUS, STATISTICAL ANALYSIS, STUDENT ENROLLMENT, SYRACUSE SCALE FOR SOCIAL ACCEPTANCE, TALLAHASSEE,

LATE SCHOOL ENTRANTS WERE SELECTED AND MATCHED WITH EARLY SCHOOL ENTRANTS ON THE BASES OF AGE, IQ, SEX, SOCIOECONOMIC STATUS, AND CLASSROOM. IN ADDITION, LATE SCHOOL ENTRANTS WERE SELECTED FROM THE SAME GRADE RANGES FROM ALL LATE SCHOOL ENTRANTS IN THE COUNTY AND COMPARED WITH THE SAME NUMBER OF RANDOMLY SELECTED EARLY SCHOOL ENTRANTS FROM ONE REPRESENTATIVE SCHOOL. THESE MATCHED AND UNMATCHED GROUPS CONSTITUTED 280 SUBJECTS AND WERE ADMINISTERED 2 FORMS OF THE METROPOLITAN ACHIEVEMENT TESTS, THE PINTNER GENERAL INTELLIGENCE TEST, THE SYRACUSE SCALE FOR SOCIAL ACCEPTANCE, AND THE MCGUIRE-WHITE SOCIOECONOMIC INDEX. LATER IN THE YEAR, ALTERNATE FORMS OF THE METROPOLITAN ACHIEVEMENT TEST AND THE SYRACUSE SCALE OF SOCIAL RELATIONS WERE ADMINISTERED TO ALL SUBJECTS. THE RELATIONSHIP BETWEEN SOCIAL ACCEPTANCE AND ACHIEVEMENT PROGRESS WAS TESTED BY THE SPEARMAN RANK ORDER CORRELATION METHOD. RAW SCORES WERE CONVERTED TO GRADE EQUIVALENTS AND AVERAGE MONTHLY GAINS WERE COMPUTED. RESULTS OF THE STATISTICAL ANALYSIS SHOWED EVIDENCE THAT LATE SCHOOL ENTRANTS MADE SOMEWHAT GREATER ACHIEVEMENT PROGRESS THAN EARLY SCHOOL ENTRANTS. IN ADDITION, NO SIGNIFICANT RELATIONSHIP WAS FOUND BETWEEN SOCIAL ACCEPTANCE AND SCHOOL ACHIEVEMENT. (GC)

ED 002 893 24

A COMPARATIVE STUDY OF THE SPEECH RESPONSES AND SOCIAL AGES OF TWO SELECTED GROUPS OF EDUCABLE MENTAL RETARDATES.
BY- WILSON, MAMIE L. T.
GRAMBLING COLL., LA.
REPORT NUMBER CRP-513 PUB DATE 60

EDRS PRICE MF-$0.18 HC-$3.92 98P.

DESCRIPTORS- *BEHAVIOR PATTERNS, *EDUCABLE MENTALLY HANDICAPPED, *HANDICAPPED CHILDREN, *MENTAL RETARDATION, GRAMBLING COLLEGE, LOUISIANA, PUBLIC SCHOOLS, SOCIAL DEVELOPMENT, SPECIAL CLASSES, SPEECH SKILLS, STANFORD ACHIEVEMENT TEST, STANFORD BINET IQ, VERBAL DEVELOPMENT,

THE RELATIONSHIP OF EDUCABLE MENTAL RETARDATES IN REGULAR CLASSES AND SPECIAL CLASSES WITH RESPECT TO VOCABULARY WAS STUDIED. THERE WERE 49 SUBJECTS TAKEN FROM REGULAR CLASSES AND 45 FROM SPECIAL CLASSES. THE PRIMARY AND ELEMENTARY FORMS OF THE WORD MEANING SECTION OF THE STANFORD ACHIEVEMENT TESTS WERE ADMINISTERED TO EACH SUBJECT BY FOUR PERSONS ENGAGED IN THIS PROJECT. TESTS WERE READ TO EACH SUBJECT SEPARATELY. BOTH FORMS OF THE STANFORD ACHIEVEMENT TESTS WERE GIVEN TO ASCERTAIN THE RECOGNITION VOCABULARY OF SUBJECTS USED IN THIS STUDY. WITH THESE TESTS, EACH SUBJECT'S VOCABULARY WAS TESTED WITH RESPECT TO THE WORDS THAT HE COULD CORRECTLY RECOGNIZE WHEN HE HEARD THEM. CORRELATION COEFFICIENTS WERE COMPUTED TO DETERMINE THE RELATIONSHIP BETWEEN MENTAL AGE AND RECOGNITION VOCABULARY AND FUNCTIONAL VOCABULARY FOR EACH GROUP, AND BETWEEN SOCIAL AGE AND RECOGNITION VOCABULARY AND FUNCTIONAL VOCABULARY FOR EACH GROUP. ADDITIONAL EXPERIMENTAL STUDIES ARE NEEDED TO DETERMINE THE RELATIONSHIP BETWEEN EDUCABLE MENTAL RETARDATES IN REGULAR AND SPECIAL CLASSES WITH RESPECT TO SOCIAL DEVELOPMENT AND SPEAKING VOCABULARY. ALSO A COMPARATIVE STUDY OF VERBAL OUTPUT AND SOCIAL DEVELOPMENT SHOULD BE MADE OF FAMILIAL EDUCABLE MENTAL RETARDATES AND NONFAMILIAL EDUCABLE MENTAL RETARDATES. (JL)

ED 002 894 24
LOW SCHOOL STATUS AS A PREDISPOSING FACTOR IN SUBCULTURAL DELINQUENCY.
BY- TOBY, JACKSON TOBY, MARCIA
RUTGERS, THE STATE UNIV., NEW BRUNSWICK, N.J.
REPORT NUMBER CRP-526 PUB DATE 61
CONTRACT OEC-526(8168)
EDRS PRICE MF-$0.18 HC-$4.00 100P.

DESCRIPTORS- *DELINQUENCY CAUSES, *DELINQUENCY PREVENTION, *PEER RELATIONSHIP, *SOCIAL STATUS, *STUDENT TEACHER RELATIONSHIP, ADOLESCENTS, CULTURAL DISADVANTAGEMENT, FACTOR ANALYSIS, FRIENDSHIP, MALES, NEW BRUNSWICK, NEW JERSEY, SCHOOL ROLE, SOCIAL RELATIONS,

INDIVIDUAL SOCIAL STATUS WITH CLASSMATES AND WITH TEACHERS WAS EVALUATED TO DETERMINE THE EXTENT IT AFFECTS THE RESISTANCE OF THE ADOLESCENT MALE TO THE APPEAL OF ANTISOCIAL BEHAVIOR. A SAMPLE OF APPROXIMATELY 320 BOYS WERE INTERVIEWED IN DEPTH ON AN ANNUAL BASIS FOR 6 YEARS CONCERNING THEIR LEISURE-TIME ACTIVITIES AND FRIENDS FROM THE SEVENTH GRADE THROUGH THE SENIOR YEAR OF HIGH SCHOOL. EACH YEAR THE SCHOOL AND POLICE RECORDS OF CLOSE FRIENDS OF EACH SUBJECT WERE EXAMINED, AND THE ORIENTATIONS OF EACH TO DELINQUENT OR NONDELINQUENT ASSOCIATIONS WERE RATED. STATUS WITH CLASSMATES WAS MEASURED AT THE END OF EACH ACADEMIC YEAR BY ANALYSIS OF DATA GATHERED FROM A STUDENT QUESTIONNAIRE. EACH WAS ALSO STATUS-RATED BY TEACHER. FINAL ANALYSES OF DATA WERE CONDUCTED, AND A CLASSMATE-PERSPECTIVE FOR EACH ADOLESCENT WAS PREPARED. THE MOST SIGNIFICANT FINDING OF THE PROJECT WAS THAT POPULAR SCHOOL STATUS DOES NOT NECESSARILY RELATE TO FUTURE SUCCESS IN THE ADULT SOCIETY, AND VICE VERSA. THE FUTURE AS WELL AS THE EPHEMERAL PRESENT APPEARED TO BE OF MAJOR CONCERN TO MOST SUBJECTS, AND PEER GROUP SUCCESS, BY ITSELF, WAS NOT REASSURING. HIGH STATUS BOYS WHO WERE NOT INTELLECTUALLY SUCCESSFUL WERE AS LIKELY AS LOW STATUS BOYS TO SEEK COMPANIONS WITH DELINQUENCY RECORDS. (JH)

ED 002 895 24
HOW STATE LEGISLATORS VIEW THE PROBLEM OF SCHOOL NEEDS.
BY- FERGUSON, LEROY C.
MICHIGAN ST. UNIV., EAST LANSING
REPORT NUMBER CRP-532 PUB DATE 60
CONTRACT OEC-532(8166)
EDRS PRICE MF-$0.18 HC-$3.16 79P.

DESCRIPTORS- *ATTITUDES, *EDUCATIONAL NEEDS, *OPINIONS, *PUBLIC SCHOOLS, *STATE LEGISLATION, CALIFORNIA, EAST LANSING, EDUCATIONAL ATTITUDES, EDUCATIONAL PROBLEMS, FACTOR ANALYSIS, MICHIGAN, NEW JERSEY, OHIO, TENNESSEE,

LEGISLATORS IN FOUR STATES WERE ASKED THEIR OPINIONS ON THE PROBLEMS OF EDUCATIONAL NEED TO IDENTIFY THE FACTORS WHICH INFLUENCE THEIR EDUCATIONAL PERCEPTIONS AND THE SOLUTIONS TO SCHOOL PROBLEMS WHICH THEY PROPOSE. EDUCATIONAL ASPECTS OF STATE GOVERNMENT INCLUDE ESTABLISHING THE LEGAL STRUCTURE OF THE EDUCATIONAL SYSTEM, SETTING STANDARDS FOR TEACHER TRAINING, AND PROVIDING FOR PUBLIC EDUCATIONAL FUNDS. THESE ASPECTS AND OTHERS WERE USED TO PREPARE THE PROJECT INTERVIEW FORM FROM WHICH THE VIEWS OF OVER 420 LEGISLATORS WERE OBTAINED. IN ADDITION TO THE INTERVIEW DATA, INFORMATION WAS GATHERED ON THE SOCIOECONOMIC CONDITIONS IN THE DISTRICT REPRESENTED BY EACH LEGISLATOR, THE ROLL CALL RECORDS, AND THE EDUCATIONAL BILLS EACH HAD INTRODUCED. THESE DATA WERE THEN CORRELATED WITH THE INDIVIDUAL VARIABLES OF AGE, EDUCATION, OCCUPATION, URBAN-RURAL NATURE OF THE HOME COUNTY, IDEOLOGY, POLITICAL PARTY, LOBBYIST PERCEPTION, AND LEGISLATIVE EXPERIENCE. AMONG THE OVERALL FINDINGS, MOST OF THE LEGISLATORS DISCUSSED EDUCATIONAL PROBLEMS IN TERMS OF FINANCE. ABOUT ONE-HALF OF THEM MENTIONED ONLY FINANCE. BUT ABOUT ONE-THIRD SUGGESTED ADMINISTRATIVE PROBLEMS, AND A FEW WERE CONCERNED WITH CURRICULUM. ALL VARIABLES WERE ANALYZED WITH RESPECT TO THE LEGISLATOR'S DEGREE OF INVOLVEMENT WITH THE SCHOOL NEEDS ISSUE. (JH)

ED 002 896 24
RELATIONSHIPS BETWEEN ACHIEVEMENT IN HIGH SCHOOL, COLLEGE, AND OCCUPATION--A FOLLOWUP STUDY.
BY- DAVIS, ALLISON AND OTHERS
CHICAGO UNIV.
REPORT NUMBER CRP-542 PUB DATE JUN 63
EDRS PRICE MF-$0.45 HC-$11.00 275P.

DESCRIPTORS- *ACHIEVEMENT GAINS, *ACHIEVEMENT RATING, *HIGH SCHOOL GRADUATES, *PSYCHOLOGICAL PATTERNS, *SOCIAL DEVELOPMENT, ADOLESCENCE, BEHAVIOR PATTERNS, CHICAGO, COLLEGE ATTENDANCE, COMPARATIVE ANALYSIS, ILLINOIS, OCCUPATIONAL REWARDS, SOCIOECONOMIC STATUS, THEMATIC APPERCEPTION TECHNIQUE (TAT),

THE ACADEMIC, OCCUPATIONAL, AND SOCIAL ACHIEVEMENTS OF A SAMPLE OF HIGH SCHOOL GRADUATES (STUDIED PREVIOUSLY WHILE IN

SCHOOL) WERE EXAMINED TO ISOLATE THE FACTORS OF ADOLESCENCE WHICH ARE RELATED TO LATER ACHIEVEMENT OR FAILURE IN COLLEGE OR AN OCCUPATION. THE PROJECT WAS A FOLLOWUP STUDY AND WAS CONCERNED WITH AN ANALYSIS OF DATA GATHERED AT TWO POINTS IN TIME, RATHER THAN A SEQUENCE OF LONGITUDINAL DATA. OVER 350 MEMBERS OF A METROPOLITAN HIGH SCHOOL SENIOR CLASS COMPRISED THE SAMPLE FOR THE ORIGINAL PROGRAM. THE FOLLOWUP STUDY CONSISTED OF CONTACTING AS MANY OF THIS GROUP AS POSSIBLE, CONCENTRATING ON A SMALL PERCENTAGE FOR THE MAJORITY OF THE DATA. IN THE INITIAL STUDY DATA WERE GATHERED ON INTELLIGENCE, PERSONALITY, SOCIAL PARTICIPATION, SCHOOL RECORDS, AND TEACHER RATINGS. THE FOLLOWUP PROJECT ADDED INFORMATION ON COLLEGE GRADES, JOBS HELD, PERSONALITY STRUCTURE, SOCIAL STATUS, AND PROBLEMS IN COLLEGE OR JOB EXPERIENCE SINCE LEAVING HIGH SCHOOL. ECONOMIC POSITIONS AND BEHAVIORAL CATEGORIES WERE ALSO RATED. THE TWO INVESTIGATIONS WERE CONDUCTED 6 YEARS APART. PROJECT RESULTS SHOWED THAT ADULT PERFORMANCE WAS POSSIBLY MORE CLOSELY RELATED TO EVENTS AND EXPERIENCES THAT OCCUR AFTER HIGH SCHOOL THAN TO HIGH SCHOOL BEHAVIOR OR ACHIEVEMENT. THESE POST-HIGH SCHOOL FACTORS APPEARED TO BE INHERENTLY RELATED TO ADULT PERFORMANCE--(1) FAMILY EXPERIENCES, (2) SOCIAL CLASS CONTEXT, AND (3) LATER OCCUPATIONAL SITUATIONS. (JH)

ED 002 897 24

THE ORGANIZATIONAL CLIMATE OF SCHOOLS.
BY- HALPIN, ANDREW W. CROFT, DON B.
WASHINGTON UNIV., ST.LOUIS, MO.
REPORT NUMBER CRP-543 PUB DATE JUL 62
UTAH UNIV., SALT LAKE CITY
CONTRACT OEC-SAE-543-8639
EDRS PRICE MF-$0.36 HC-$7.96 199P.

DESCRIPTORS- *BEHAVIORAL SCIENCE RESEARCH, *FACULTY EVALUATION, *ORGANIZATIONS (GROUPS), *QUESTIONNAIRES, *SCHOOL ORGANIZATION, ELEMENTARY SCHOOLS, GROUP STRUCTURE, GROUP TESTS, MISSOURI, PRINCIPALS, REGIONAL PROGRAMS, SALT LAKE CITY, SCHOOL ADMINISTRATION, SCHOOL ORIENTATION, ST. LOUIS, UTAH,

A COMPREHENSIVE QUESTIONNAIRE WAS DEVELOPED, ANALYZED, AND TESTED TO BE USED FOR PORTRAYING THE "ORGANIZATIONAL CLIMATE" OF AN ELEMENTARY SCHOOL. IT WAS STATED FIGURATIVELY THAT PERSONALITY IS TO THE INDIVIDUAL AS "CLIMATE" IS TO THE ORGANIZATION. OVER 70 ELEMENTARY SCHOOLS WERE CHOSEN FROM VARIOUS REGIONS OF THE UNITED STATES TO REPRESENT THE PROJECT SAMPLE. THE QUESTIONNAIRE WAS ADMINISTERED TO THE FACULTY OF EACH SCHOOL IN 30-MINUTE GROUP SESSIONS. QUESTIONNAIRE ITEMS WERE ASSIGNED TO EIGHT SUBJECTS WHICH WERE DELINEATED BY FACTOR-ANALYTIC METHODS. THE FIRST FOUR PERTAINED PRIMARILY TO THE CHARACTERISTICS OF THE FACULTY GROUPS--(1) DISENGAGEMENT, (2) HINDRANCE, (3) ESPRIT, AND (4) INTIMACY. THE OTHER FOUR CHARACTERIZED THE SCHOOL PRINCIPALS AS LEADERS--(1) ALOOFNESS, (2) PRODUCTION EMPHASIS, (3) THRUST, AND (4) CONSIDERATION. THE RESULTS OF THE QUESTIONNAIRE WERE ANALYZED, AND IT WAS FOUND THAT SIX SPECIFIC ORGANIZATIONAL CLIMATES COULD BE IDENTIFIED, RANKED ON A CONTINUUM DEFINED AT ONE END AS OPEN, AT THE OTHER, AS CLOSED. THE SUBJECT SCHOOLS WERE CLASSIFIED WITHIN THE SIX CLIMATES BECAUSE THE PROJECT WAS A FEASIBILITY STUDY BY NATURE, IMPLICATIONS WERE PROVIDED AND NINE TYPES OF ADDITIONAL RESEARCH STUDIES WERE PROPOSED TO SUBSTANTIATE THOROUGHLY THE USE OF THIS QUESTIONNAIRE TECHNIQUE WITHIN THE REALM OF BEHAVIORAL SCIENCE. (JH)

ED 002 898 24

CONTRACT CORRECTING, THE USE OF LAY READERS IN THE HIGH SCHOOL COMPOSITION PROGRAM.
BY- SAUER, EDWIN H.
HARVARD UNIV., CAMBRIDGE, MASS.,GRAD. SCH.OF EDUC.
REPORT NUMBER CRP-550 PUB DATE JUN 61
EDRS PRICE MF-$0.18 HC-$2.60 65P.

DESCRIPTORS- *COMPOSITION (LITERARY), *CURRICULUM ENRICHMENT, *ENGLISH CURRICULUM, *FUNCTIONAL READING, *GRADING, CAMBRIDGE, COMPARATIVE ANALYSIS, EXPERIMENTAL CURRICULUM, LAYMEN, MASSACHUSETTS, READING, SECONDARY EDUCATION,

ENGLISH COMPOSITION CLASSES IN THREE HIGH SCHOOLS WERE USED FOR AN EXPERIMENTAL PROGRAM TO SHOW THE EFFECTIVENESS OF LAY READERS IN GRADING STUDENT PAPERS. THE PROGRAM WAS SPECIFIED AS "CONTRACT CORRECTING," OR STATED IN ANOTHER WAY, IT WAS AN ATTEMPT TO SOLVE THE PROBLEM OF AN ADEQUATE WRITING PROGRAM FOR HIGH SCHOOL STUDENTS WITHOUT THE HEAVY CORRECTING BURDEN WHICH SUCH A PROGRAM NECESSITATES FOR THE ENGLISH TEACHER. THE EXPERIMENTAL CLASSES WERE DIVIDED INTO THREE GROUPS--(1) 12 CLASSES IN WHICH CONTRACT LAY READERS GRADED COMPOSITIONS, WORKING CLOSELY WITH THE TEACHER, (2) 12 MORE CLASSES IN WHICH THE TEACHERS CORRECTED THE COMPOSITIONS THEMSELVES, AND (3) A CONTROL GROUP OF CLASSES WHERE A SECOND TEACHER GROUP WORKED WITH THE LAY READERS WHO CORRECTED THE COMPOSITIONS. ALL STUDENTS IN THE EXPERIMENT WERE GIVEN A SERIES OF IMPROMPTU THEME TESTS AT THE BEGINNING OF THE SCHOOL YEAR. LAY READERS WHO GRADED A PART OF THE PAPERS HAD NO KNOWLEDGE AS TO WHEN EACH WAS WRITTEN. CLASSES WERE COMPARED USING COVARIANCE ANALYSIS. PROGRAM RESULTS REVEALED NO GREAT DEGREE OF IMPROVEMENT IN THE QUALITY OF STUDENT WRITING, THOUGH THE AMOUNT OF WRITING INCREASED WHEN LAY READERS WERE INVOLVED. THE LAY READERS ALSO PROVIDED SOME TEACHER RELIEF IN GRADING AND SEEMED TO AFFECT IN A POSITIVE WAY THE GENERAL EFFECTIVENESS OF THE ENGLISH COMPOSITION COURSE. (JH)

ED 002 899 24

THE PERCEPTION OF MUSIC SYMBOLS IN MUSIC READING BY NORMAL CHILDREN AND BY CHILDREN GIFTED MUSICALLY.
BY- PETZOLD, ROBERT G.
WISCONSIN UNIV., MADISON, SCH. OF EDUC.
REPORT NUMBER CRP-554 PUB DATE 59
CONTRACT OEC-SAE-8167
EDRS PRICE MF-$0.27 HC-$5.52 138P.

DESCRIPTORS- *ELEMENTARY SCHOOL STUDENTS, *MUSIC EDUCATION, *MUSIC TECHNIQUES, *TALENTED STUDENTS, COMPARATIVE TESTING, GIFTED, GRADE 4, GRADE 5, GRADE 6, GROUP TESTS, MADISON, MUSIC ACTIVITIES, MUSIC READING, WISCONSIN,

THIS STUDY WAS CONCERNED WITH IDENTIFYING THE DIFFERENCES BETWEEN CHILDREN OF AVERAGE MUSICAL ABILITY AND CHILDREN GIFTED MUSICALLY AS THEY ENGAGED IN CERTAIN MUSIC ACTIVITIES. DATA WERE OBTAINED FROM TESTS OF 227 MADISON, WISCONSIN, PUBLIC SCHOOL CHILDREN, GRADES 4-6. THE TAPE-RECORDING TEST WAS IN 2 PHASES--(1) 89 CHILDREN, SELECTED AT RANDOM AND UNDIFFERENTIATED IN TERMS OF MUSICAL

ABILITY, WERE GIVEN 3 TRIALS TO ATTEMPT TO LEARN A SET OF 10 DIFFERENT TONAL CONFIGURATIONS, AND (2) 138 AVERAGE AND GIFTED CHILDREN WERE GIVEN 8 TRIALS TO LEARN 5 TONAL CONFIGURATIONS AND A SIMILAR NUMBER OF TRIALS TO LEARN A SONG USING THE SAME CONFIGURATIONS. THE RESULTS OF THE STUDY SHOWED NO SIGNIFICANT DIFFERENCES BETWEEN BOYS AND GIRLS IN THEIR ABILITY TO READ MUSIC OR BETWEEN GRADE LEVELS ON KNOWLEDGE OF MUSICAL NOTATION. HOWEVER, SIXTH-GRADE STUDENTS LEARNED THE TASKS AT A SUPERIOR RATE. MUSICALLY GIFTED STUDENTS READ MUSIC AT A RATE THREE OR FOUR TIMES FASTER. AURAL-ORAL IMITATION OF ITEMS WAS CONSIDERED EASIER THAN RESPONDING TO VISUAL STIMULI, BUT SUBJECTS WERE UNABLE TO PERCEIVE A GROUPING OF NOTES AS A WHOLE. THE STUDY TENDED TO SUPPORT THE POINT OF VIEW THAT A HIGHER LEVEL OF MUSIC READING COMPETENCE DEPENDS UPON PROVIDING CHILDREN WITH ACTIVITIES WHICH WILL ENABLE THEM TO UNDERSTAND AND USE THE CONCEPT UNDERLYING NOTATION. (GC)

ED 002 900 24

A COMPARISON OF ESPECIALLY DESIGNED ART ACTIVITIES WITH TRADITIONAL ART ACTIVITIES AS USED WITH INTELLECTUALLY HANDICAPPED CHILDREN AND YOUTH.
BY- MILLS, ESTHER AND OTHERS
MARYLAND UNIV., COLLEGE PARK
REPORT NUMBER CRP-922 PUB DATE 61
ARLINGTON COUNTY PUBLIC SCHOOLS, VA.
CONTRACT OEC-SAE-8784
EDRS PRICE MF-$0.18 HC-$4.88 122P.

DESCRIPTORS- *ART ACTIVITIES, *CONTROL GROUPS, *EXPERIMENTAL PROGRAMS, *MENTAL RETARDATION, *RETARDED CHILDREN, ARLINGTON, COLLEGE PARK, COMPARATIVE ANALYSIS, MARYLAND, PUBLIC SCHOOLS, SPECIAL CLASSES, SPECIAL PROGRAMS, VIRGINIA,

A STUDY WAS MADE TO DETERMINE WHETHER MENTALLY RETARDED CHILDREN PREFER SPECIFICALLY DESIGNED ART ACTIVITIES TO THE MORE TRADITIONAL ONES, AND TO TEST THE EFFECTS ON CENTRAL MOTOR SKILLS, ACADEMIC ACHIEVEMENT, ART, AND SOCIAL BEHAVIOR. ELEMENTARY, JUNIOR HIGH, AND SENIOR HIGH STUDENTS IN SPECIAL CLASSES WERE DIVIDED INTO TWO GROUPS. NEW ART PROGRAMS WERE INITIATED IN EXPERIMENTAL CLASSES AND TRADITIONAL PROGRAMS WERE CONDUCTED IN SIX CONTROL CLASSES. ANECDOTAL RECORDS OF BEHAVIORAL REACTIONS, INDEPENDENT JUDGMENTS OF THE ART PRODUCTS, PREFERENCE QUESTIONNAIRES, GRADES IN ALL SUBJECTS, TEST RESULTS FROM MENTAL MATURITY AND ACHIEVEMENT TESTS, TEACHER EVALUATIONS OF STUDENT GROWTH, BEHAVIOR, AND INTEREST, AND OTHER MEASURES PROVIDED DATA FOR COMPARING THE EXPERIMENTAL AND CONTROL GROUPS. THE GENERAL PATTERN DERIVED FROM THE DATA INDICATES THAT THE EXPERIMENTAL PROGRAM IS CONSISTENTLY MORE EFFECTIVE IN ALTERING CHARACTERISTICS OF BEHAVIOR WITH THE YOUNGER CHILDREN. THE TREND IS NOTED FOR ACADEMIC ACHIEVEMENT, MOTOR SKILLS, AND MEASURES OF SOCIAL BEHAVIOR. THE SAME PATTERN IS ALSO REFLECTED IN THE MEASURES RELATED TO ASPECTS OF ART BEHAVIOR. AS EVIDENCED BY A LESSER DEGREE OF DIFFERENTIATION AT THE SECONDARY LEVEL, THERE SEEMS TO BE A RANGE OF DEVELOPMENT BEYOND WHICH ALTERATION OR A SHIFT IN EMPHASIS HAS MINIMAL EFFECT. IN FACT, AN ATTEMPT TO ALTER BASIC PATTERNS OF PERFORMANCE AT THIS LEVEL SEEMS TO HAVE A DISTURBING EFFECT AND MAY RESULT IN A SUSPENSION OF THE GROWTH CURVE. WHILE THIS PROJECT DID NOT EXTEND LONG ENOUGH TO FURTHER EXPLORE THIS OCCURRENCE, IT WOULD SEEM LIKELY THAT THIS WOULD BE OF A TEMPORARY NATURE PROVIDED CONSISTENCY EXISTS WITHIN THE PROGRAM. (GC)

ED 002 901 24

PUPIL EXPECTATIONS OF TEACHER LEADERSHIP BEHAVIOR.
BY- SMITH, LOUIS M.
WASHINGTON UNIV., ST.LOUIS, MO.,GRAD.INST.OF EDUC.
REPORT NUMBER CRP-570 PUB DATE 60
CONTRACT OEC-570(8183)
EDRS PRICE MF-$0.09 HC-$1.60 40P.

DESCRIPTORS- *BEHAVIOR, *LEADERSHIP, *SUBURBAN SCHOOLS, *TEACHER ATTITUDES, *TEACHER EVALUATION, MISSOURI, QUESTIONNAIRES, ST. LOUIS, STUDENT ATTITUDES, STUDENT TEACHER RELATIONSHIP, STUDENTS, TEACHER QUALIFICATIONS, TEACHER RESPONSIBILITY, TEACHERS,

THE OBJECTIVES WERE TO IDENTIFY AND DESCRIBE EXPECTATIONS OF TEACHER BEHAVIOR, AND TO ANALYZE THESE EXPECTATIONS IN TERMS OF THE LEADERSHIP BEHAVIOR OF THE TEACHER. ELEMENTARY PUPILS (140), JUNIOR HIGH (148), AND SENIOR HIGH SCHOOL (140) STUDENTS FROM A SUBURBAN ST. LOUIS SCHOOL DISTRICT COMPRISED THE SAMPLE. AN ADAPTATION OF THE LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE FROM THE OHIO STATE STUDIES IN LEADERSHIP WAS GIVEN TO ALL CHILDREN, AND ADDITIONAL DATA ON INTELLIGENCE, SOCIOECONOMIC STATUS, AND OTHER IDENTIFYING FACTORS WERE GATHERED. THE CONCLUSIONS DRAWN WERE THAT TEACHER BEHAVIOR IS AMENABLE TO ANALYSIS IN TERMS OF LEADERSHIP DIMENSIONS OF ROLES. PUPILS EXPECT TEACHERS TO BE HIGH ON CONSIDERATION AND INITIATING STRUCTURE. GRADE LEVEL IS RELATED TO EXPECTATIONS. SENIOR HIGH SCHOOL STUDENTS EXPECT MORE LEADERSHIP AND JUNIOR HIGH SCHOOL STUDENTS EXPECT LESS. (GC)

ED 002 902 24

CHARACTERISTICS OF MEN WHO REMAINED IN AND WHO LEFT TEACHING.
BY- THORNDIKE, ROBERT L. HAGEN, ELIZABETH
COLUMBIA UNIV., NEW YORK, TEACHERS COLLEGE
REPORT NUMBER CRP-574 PUB DATE 60
CONTRACT OEC-SAE-8189
EDRS PRICE MF-$0.09 HC-$1.28 32P.

DESCRIPTORS- *CAREER CHOICE, *FORMER TEACHERS, *OCCUPATIONAL CHOICE, *TEACHERS, *TEACHING, COMPARATIVE ANALYSIS, GROUPS, INDIVIDUAL CHARACTERISTICS, MALES, NEW YORK, NEW YORK CITY, OPINIONS,

SEVERAL GROUPS OF EDUCATORS AND EX-EDUCATORS WERE IDENTIFIED AND COMPARED WITH RESPECT TO APTITUDE VARIABLES AND CERTAIN REACTIONS TO THE JOB OF TEACHING. A SPECIAL QUESTIONNAIRE WAS ADMINISTERED TO THE STUDY SAMPLE OF APPROXIMATELY 660 CLASSROOM TEACHERS, SCHOOL ADMINISTRATORS, COLLEGE TEACHERS, EX-SCHOOL TEACHERS, AND EX-COLLEGE TEACHERS--ALL OF WHOM HAD TAKEN A COMMON BATTERY OF APTITUDE TESTS IN THE U.S. ARMY AIR FORCE DURING WORLD WAR II. IT WAS FOUND THAT THOSE WHO HAD LEFT TEACHING HAD BEEN SIGNIFICANTLY SUPERIOR TO THOSE WHO WERE STILL CLASSROOM TEACHERS ON TESTS OF READING COMPREHENSION, ARITHMETIC REASONING, AND MATHEMATICS. THERE WERE SIMILAR DIFFERENCES BETWEEN THOSE WHO HAD LEFT AND THOSE WHO HAD REMAINED IN COLLEGE TEACHING. THE HIGHER ABILITY OF THE NONTEACHERS WAS PARALLELED BY HIGHER INCOME. THE PRIMARY DISSATISFACTION IN TEACHING IN BOTH GROUPS WAS WITH PAY INCOME. OTHER FOCAL POINTS OF CONCERN

WERE INADEQUATE STATUS, DUTIES OTHER THAN TEACHING, AND LACK OF INTEREST BY PUPILS. THE GENERAL PATTERN OF CONCERNS AND SATISFACTIONS IN TEACHING WAS MUCH THE SAME FOR BOTH GROUPS, AND THESE OPINIONS WERE APPARENTLY NOT RELATED TO INTELLECTUAL ABILITY AS INDICATED BY THE WORLD WAR II TEST RESULTS. (JH)

ED 002 903 24

CRITICAL THINKING, ATTITUDES, AND VALUES IN HIGHER EDUCATION.
BY- LEHMANN, IRVIN J. DRESSEL, PAUL L.
MICHIGAN ST. UNIV., EAST LANSING
REPORT NUMBER CRP-590 PUB DATE 62
EDRS PRICE MF-$0.45 HC-$13.52 339P.

DESCRIPTORS- *CRITICAL THINKING, *HIGHER EDUCATION, *STUDENT ATTITUDES, *STUDENT CHARACTERISTICS, *VALUES, ACADEMIC ACHIEVEMENT, EAST LANSING, EDUCATIONAL EXPERIENCES, INDIVIDUAL DEVELOPMENT, MEASUREMENT INSTRUMENTS, MICHIGAN, PERSONALITY DEVELOPMENT,

A LONGITUDINAL STUDY WAS CONDUCTED TO DETERMINE STUDENT CHANGE IN CRITICAL THINKING ABILITY, ATTITUDES IN STEREOTYPY, AND VALUE ORIENTATION WHILE IN AN INSTITUTION OF HIGHER EDUCATION. CHANGES THAT OCCURRED WITH RESPECT TO THESE THREE CHARACTERISTICS WERE EXAMINED FROM 1 YEAR TO THE NEXT FOR 4 YEARS. STUDENT BACKGROUNDS, SUBJECT INTERESTS, SCHOLASTIC PERFORMANCE, AND PERSONALITY CHARACTERISTICS WERE ALSO CONSIDERED IN THE STATISTICAL CORRELATIONS OBTAINED. ABOUT 2,750 MALE AND FEMALE STUDENTS COMPRISED THE SAMPLE POPULATION. AN INITIAL STATUS WITH RESPECT TO INDIVIDUAL CHARACTERISTICS LISTED ABOVE WAS FIRST DETERMINED FOR EACH PARTICIPANT AT THE BEGINNING OF HIS FRESHMAN YEAR. COGNITIVE AND AFFECTIVE MEASUREMENTS WERE MADE DURING EACH OF THE FOLLOWING 3 YEARS TO DETERMINE ANY DIFFERENCE IN SOCIO-CULTURAL-EDUCATIONAL-CURRICULAR DEVELOPMENTS. ALL STATISTICAL DIFFERENCES WERE EXAMINED THROUGH VARIANCE AND COVARIANCE ANALYSES. THE MANY FINDINGS SUGGESTED THAT COLLEGES AND UNIVERSITIES NEED TO ADOPT COMPREHENSIVE GUIDANCE PROGRAMS WHICH WOULD HELP STUDENTS TOWARD FREQUENT SELF-EVALUATION AND SELF-APPRAISAL. THEY COULD THUS BECOME MORE OBJECTIVE, SCIENTIFIC, AND RATIONAL IN THEIR APPROACH TO SOLUTIONS OF THEIR PROBLEMS. THIS WOULD ENCOURAGE INTERNAL INITIATION OF CHANGE WHEN NECESSARY, AND WOULD DECREASE THE EMPHASIS ON EXTERNAL INDOCTRINATION. (JH)

ED 002 904 24

THE INCENTIVE APPROACH TO STATE SCHOOL ADMINISTRATION--CHANGE IN TWO PILOT CENTERS.
BY- BILLS, ROBERT E.
AUBURN UNIV., ALA.
REPORT NUMBER CRP-591 PUB DATE 1 JUN 61
WEST VIRGINIA STATE DEPT. OF EDUCATION, CHARLESTON
EDRS PRICE MF-$0.18 HC-$3.76 94P.

DESCRIPTORS- *EDUCATIONAL IMPROVEMENT, *ORGANIZATIONAL CHANGE, *RELATIONSHIP, *STATE PROGRAMS, ADMINISTRATION, AUBURN, COUNTY SCHOOL SYSTEMS, DODDRIDGE COUNTY, LOCAL ISSUES, MASON COUNTY, PARENTS, PRINCIPALS, STUDENTS, TEACHERS, WEST VIRGINIA,

THE OBJECTIVE WAS TO TEST THE CONCEPT THAT A STATE EDUCATION DEPARTMENT WHEN WORKING DEMOCRATICALLY WITH COUNTY AND LOCAL UNITS CAN PROVIDE SOCIALLY DESIRABLE GOALS. PROFESSIONALS OF THE STATE DEPARTMENT OF EDUCATION, PRINCIPALS, TEACHERS, PARENTS, AND PUPILS FROM TWO COUNTIES WERE GIVEN A BATTERY OF ADJUSTMENT AND VALUES INDEXES, A MEASURE OF ASSUMED SIMILARITY, AND A ROLE CONCEPT Q-SORT. THESE TESTS WERE GIVEN BEFORE 1959 AND AFTER 1961, WHICH WAS THE INTENSIVE PERIOD OF REORGANIZATION OF THE RELATIONSHIPS BETWEEN THE STATE DEPARTMENT AND LOWER LEVELS OF ADMINISTRATION. MASON AND DODDRIDGE COUNTIES WERE SELECTED FOR THE PILOT CENTERS. A REVIEW OF THE WORK IN THE TWO COUNTIES DURING THE STUDY SUGGESTED THAT, DUE TO MORE SYSTEMATIC EFFORTS, MORE CHANGES SHOULD BE FOUND IN MASON THAN IN DODDRIDGE. IN BOTH COUNTIES PRINCIPALS HAVE ASSERTED THEMSELVES AS LEADERS IN INSTRUCTION IMPROVEMENT. IT WAS ALSO BELIEVED THAT THIS CHANGE SHOULD BE REFLECTED MORE IN THE RESULTS IN THE TESTS GIVEN THE PRINCIPALS THAN IN THOSE GIVEN TEACHERS, PUPILS, OR PARENTS. HOWEVER, SIGNIFICANT CHANGE ALSO WAS EVIDENCED BY THE STUDENTS IN THE TWO COUNTIES, AGAIN MORE IN MASON THAN IN DODDRIDGE. IN THE COUNTY WHERE MORE SYSTEMATIC AND CONCERNED HELP WAS GIVEN, MORE CHANGE HAS BEEN ACHIEVED. (GC)

ED 002 905 24

AN ASSESSMENT OF ROLE CHANGE.
BY- BILLS, ROBERT E.
AUBURN UNIV., ALA.
REPORT NUMBER CRP-591-A PUB DATE 11 APR 61
WEST VIRGINIA STATE DEPT. OF EDUCATION, CHARLESTON
EDRS PRICE MF-$0.18 HC-$2.76 69P.

DESCRIPTORS- *ADMINISTRATIVE PERSONNEL, *ASSISTANT SUPERINTENDENT ROLE, *COUNTY SCHOOL SYSTEMS, *SCHOOL SUPERINTENDENTS, *SUPERINTENDENT ROLE, AUBURN, COMPARATIVE ANALYSIS, STATE PROGRAMS, TEACHER ATTITUDES, WEST VIRGINIA,

THIS IS A SUPPLEMENT TO AN EARLIER REPORT CALLED "INCENTIVE LEADERSHIP STUDY" AND ATTEMPTS TO ASSESS THE ROLE CHANGE OF MEMBERS OF THE STATE DEPARTMENT OF EDUCATION, COUNTY SUPERINTENDENTS. A COMPARISON WAS MADE OF THE 1959 AND 1960 TESTS, WHICH CONSISTED OF A BATTERY OF ADJUSTMENT AND VALUE INDEXES, A MEASURE OF ASSUMED SIMILARITY, AND A ROLE CONCEPT Q-SORT. THE RESULTS ARE--(1) THERE APPEARS TO BE NO REASON TO BELIEVE THAT ANY OF THE THREE GROUPS EXPERIENCED A SIGNIFICANT CHANGE IN THEIR ATTITUDES TOWARD THEMSELVES OR TOWARD OTHER PEOPLE, (2) IN TERMS OF ROLE PERCEPTION SOME CHANGE IS EVIDENT, BUT STABILITY IN ROLE PERCEPTION IS MORE THE KEYNOTE, (3) THERE IS LESS DIFFERENCE IN PERCEPTION OF IDEAL ROLES AMONG THE GROUPS THAN THERE IS IN PERCEPTION OF CURRENT ROLES. (GC)

ED 002 906 24

EFFECTS OF SPECIAL TRAINING ON THE ACHIEVEMENT AND ADJUSTMENT OF GIFTED CHILDREN, A SECOND REPORT.
BY- HAMPTON, NELLIE D.
STATE COLLEGE OF IOWA, CEDAR FALLS
REPORT NUMBER CRP-614 PUB DATE 61
CONTRACT OEC-423
EDRS PRICE MF-$0.18 HC-$3.44 86P.

DESCRIPTORS- *CHILD DEVELOPMENT, *EXPERIMENTAL CURRICULUM, *GIFTED, *SPECIAL EDUCATION, *SUMMER PROGRAMS, ACADEMIC ACHIEVEMENT, ADJUSTMENT (TO ENVIRONMENT), CEDAR FALLS.

CURRICULUM RESEARCH, INDIVIDUAL DEVELOPMENT, INTELLIGENCE, IOWA, RURAL EDUCATION, TRAINING,

THE EFFECTS OF TRAINING GIVEN TO A GROUP OF GIFTED CHILDREN IN A SPECIAL SUMMER PROGRAM WERE TESTED DURING THE FOLLOWING SCHOOL YEAR WITH RESPECT TO OVERALL ACHIEVEMENT AND ADJUSTMENT AMONG THE STUDENTS. THE PROJECT WAS DESIGNED TO COMPARE THIS EXPERIMENTAL GROUP WITH TWO CONTROL GROUPS DRAWN FROM DIFFERENT SCHOOL POPULATIONS. IT WAS THE SECOND PHASE OF A LARGER CONTINUING STUDY, DEALING WITH GIFTED CHILDREN IN SMALL TOWN AND SPARSELY POPULATED AREAS. THE HYPOTHESIS TESTED WAS THAT THERE WOULD BE NO DIFFERENCES BETWEEN THE EXPERIMENTAL GROUP AND EITHER CONTROL GROUP IN THE OVERALL ANALYSIS OR AT ANY OF THE INTELLIGENCE-ACHIEVEMENT CLASSIFICATIONS USED IN THE STUDY ANALYSIS. APPROXIMATELY 170 GIFTED SIXTH GRADERS PARTICIPATED, 60 OF THESE BEING ASSIGNED TO THE SUMMER SESSION. SOME DEFINITE SUPERIORITIES WERE DEMONSTRATED BY THE EXPERIMENTAL GROUP, PARTICULARLY AT CERTAIN INTELLIGENCE-ACHIEVEMENT COMBINATIONS. IT WAS SUGGESTED THAT THIS FACT COULD IMPLY THAT SCHOOLS ARE NOT DOING DURING REGULAR TERMS ALL THAT COULD BE DONE TO HELP CHILDREN ACHIEVE THEIR POTENTIAL AND THAT THE SUMMER PROGRAM HAD SOME VALUES. HOWEVER, THE SUPERIORITIES OF THE EXPERIMENTAL GROUP WERE NEITHER FREQUENT ENOUGH NOR GREAT ENOUGH TO WARRANT AN UNQUALIFIED RECOMMENDATION FOR SPECIAL TRAINING. THIS IS A REPORT OF THE SECOND OF THREE PHASES OF A STUDY DONE ON OEC CONTRACT 423. (JH)

ED 002 907 24
THE EFFICACY OF SPECIAL CLASS TRAINING ON THE DEVELOPMENT OF MENTALLY RETARDED CHILDREN.
BY- GOLDSTEIN, HERBERT AND OTHERS
ILLINOIS UNIV., URBANA, INST.RES.EXCEPT.CHILDREN
REPORT NUMBER CRP-619 PUB DATE 65
EDRS PRICE MF-$0.36 HC-$9.88 247P.

DESCRIPTORS- *CHILD DEVELOPMENT, *EDUCABLE MENTALLY HANDICAPPED, *MENTAL RETARDATION, *RETARDED CHILDREN, *SPECIAL CLASSES, ACADEMIC ACHIEVEMENT, COMPARATIVE ANALYSIS, ILLINOIS, INTELLECTUAL DEVELOPMENT, PERSONAL ADJUSTMENT, SOCIAL ADJUSTMENT, TRAINING, URBANA,

THE INTELLECTUAL DEVELOPMENT, ACADEMIC ACHIEVEMENT, AND SOCIAL AND PERSONAL ADJUSTMENT OF EDUCABLE MENTALLY RETARDED CHILDREN ENROLLED IN SPECIAL CLASSES WERE COMPARED TO THOSE OF PEERS IN REGULAR GRADES. ABOUT 125 CHILDREN, BEGINNING FIRST GRADE AND HAVING A MEAN IQ OF 75 (STANFORD-BINET SCALE), WERE DIVIDED RANDOMLY INTO AN EXPERIMENTAL GROUP AND A CONTROL GROUP. A SERIES OF INTELLECTUAL, ACADEMIC, AND PERSONAL ADJUSTMENT MEASURES WAS ADMINISTED TO ALL THE CHILDREN ANNUALLY FOR 4 YEARS. DURING THIS PERIOD AN ATTRITION OF ABOUT THREE-FOURTHS OF THE ORIGINAL SAMPLE TOOK PLACE. THIS, HOWEVER, DID NOT SIGNIFICANTLY AFFECT THE STUDY RESULTS. THERE WERE NO STATISTICALLY SIGNIFICANT DIFFERENCES IN IQ GAINS BETWEEN THE SPECIAL CLASSES GROUP AND THE REGULAR GRADES GROUP, AND SEVERAL SOCIAL FACTORS WERE FOUND TO BE RELATED TO INCREASES IN IQ. THE ANALYSIS OF ACADEMIC ACHIEVEMENT INDICATED THAT THE SPECIAL CLASS IS BENEFICIAL TO CHILDREN WHOSE IQ'S ARE 80 AND BELOW, BUT THAT IT IS NOT NECESSARILY AN EFFECTIVE EDUCATIONAL SETTING FOR SIGNIFICANTLY IMPROVING ACADEMIC ACHIEVEMENT OF CHILDREN USUALLY CLASSIFIED AS BORDERLINE OR SLOW LEARNERS, WHO HAVE IQ'S ABOVE 80. FINDINGS ON PERSONAL ADJUSTMENT SHOWED THAT SPECIAL CLASSES ENCOURAGED THE RETARDATES TO DISPLAY ORIGINALITY AND FLEXIBILITY IN THEIR THINKING. (JH)

ED 002 908 24
DEVELOPMENT AND EVALUATION OF A SPEECH IMPROVEMENT PROGRAM FOR KINDERGARTEN AND FIRST-GRADE CHILDREN.
BY- BYRNE, MARGARET C.
KANSAS UNIV., LAWRENCE, SPEECH AND HEARING CLINIC
REPORT NUMBER CRP-620 PUB DATE AUG 62
CONTRACT OEC-SAE-620(8255)
EDRS PRICE MF-$0.27 HC-$5.48 137P.

DESCRIPTORS- *EARLY EXPERIENCE, *GRADE 1, *KINDERGARTEN CHILDREN, *LANGUAGE ARTS, *SPEECH IMPROVEMENT, ARTICULATION (SPEECH), AUDITORY DISCRIMINATION, INSERVICE TEACHER EDUCATION, KANSAS, LAWRENCE, ORAL COMMUNICATION, PROGRAM DEVELOPMENT, PROGRAM EVALUATION, READING, SPELLING,

A SPECIFIC APPROACH TO SPEECH LEARNING AND DEVELOPMENT WAS DESIGNED AND TESTED USING 56 EXPERIMENTAL AND CONTROL GROUP CLASSES OF VERY YOUNG CHILDREN IN KINDERGARTEN AND THE FIRST GRADE. AUDITORY DISCRIMINATION, ARTICULATION, AND READING AND SPELLING SKILLS WERE EMPHASIZED. ALTHOUGH ACTUAL SPEECH TRAINING WAS PROVIDED FOR ONLY 1 YEAR, THE PROGRESS OF EACH SUBJECT WAS FOLLOWED FOR A 3-YEAR PERIOD. INFORMATION FOR COMPARING THE TWO GROUPS WAS OBTAINED FROM TESTS ADMINISTERED BY THE CLASSROOM TEACHERS OR BY SPEECH CLINICIANS. SEVERAL STATISTICAL PROCEDURES WERE USED IN ANALYZING THE COLLECTED DATA. THE FIRST-GRADE AND OLDER KINDERGARTEN EXPERIMENTAL CLASSES HAD SIGNIFICANTLY HIGHER ARTICULATION SCORES AT THE END OF TRAINING THAN THOSE THAT DID NOT RECEIVE THE PROGRAM, AND THIS CONTINUED UNTIL THE END OF THE SECOND YEAR OF EXAMINATION WHEN BOTH GROUPS WERE SIMILAR. ON DISCRIMINATION, THE EXPERIMENTAL KINDERGARTEN GROUP HAD LOWER ERROR SCORES ONLY AT TERMINATION OF TRAINING. AT THE FIRST-GRADE LEVEL THERE WERE NO SIGNIFICANT DISCRIMINATION DIFFERENCES AT ANY EVALUATION PERIOD. THE EFFECTS OF THE PROGRAM ON READING AND SPELLING WERE POSITIVE. THIS PROJECT APPEARED TO BE PARTICULARLY HELPFUL FOR SELF-CORRECTION IN SPEECH AT THE KINDERGARTEN LEVEL AND FOR INCREASING TEACHER INSIGHT INTO EARLY SPEECH PROBLEMS. (JH)

ED 002 909 24
DEVELOPMENT OF A THEORY OF EDUCATION FROM PSYCHOLOGICAL AND OTHER BASIC RESEARCH FINDINGS.
BY- TAYLOR, CALVIN W. AND OTHERS
UTAH UNIV., SALT LAKE CITY
REPORT NUMBER CRP-621 PUB DATE AUG 64
EDRS PRICE MF-$0.36 HC-$8.24 206P.

DESCRIPTORS- *BEHAVIORAL SCIENCE RESEARCH, *EDUCATIONAL POLICY, *EDUCATIONAL THEORIES, *EDUCATIONAL TRENDS, *TRANSFER OF TRAINING, CLASSROOM RESEARCH, EDUCATIONAL CHANGES, EDUCATIONAL IMPROVEMENT, EDUCATIONAL RESEARCH, POLICIES, PSYCHOLOGICAL STUDIES, SALT LAKE CITY, TECHNIQUES, UTAH,

A BROAD EXPLORATORY AND THEORETICAL STUDY WAS CONDUCTED TO DETERMINE IN A FUNDAMENTAL SENSE THE IMPLICATIONS AND IMPACT WHICH NEW RESEARCH IN THE BASIC BEHAVIORAL SCIENCE FIELDS HAD ON EDUCATIONAL PRACTICE AND THEORY. THE TOTAL TASK WAS TO BUILD A NEW EDUCATIONAL THEORY USING SAMPLINGS FROM

ALL BEHAVIORAL RESEARCH AND TO INVESTIGATE WAYS TO REDUCE THE LAG BETWEEN RESEARCH FINDINGS AND THE ACTUAL APPLICATION OF THESE FINDINGS TO EDUCATION. THE SURVEY BROUGHT OUT SHARPLY THE GREAT COMPLEXITY OF THINKING AND LEARNING PROCESSES AND OF STRATEGIES OF LEARNING THOUGHT TO BE RELATED TO THE COMPLEXITIES OF INTELLECTUAL ABILITIES. THIS SUGGESTED THE NECESSITY OF HAVING STUDENTS EXPERIENCE VERY SIMILAR THINKING AND LEARNING PROCESSES AS WELL AS A MASTERY OF RELATIVE SUBJECT MATTER CONTENT IN ORDER TO MAXIMIZE TRANSFER OF TRAINING OF THE SPREAD EFFECT DESIRED BETWEEN RESEARCH AND PRACTICE. FINDINGS AND SUGGESTIONS FROM THE SURVEY WERE ORGANIZED INTO FIVE PERSPECTIVES FOR VIEWING EDUCATIONAL PROGRAMS--(1) NATIONAL HUMAN RESOURCES DEVELOPMENT, (2) RELEVANT RESEARCH USE IN BASIC EDUCATIONAL PRACTICE, (3) WORLD-OF-WORK VIEW OF EDUCATION, (4) ATTAINING SELF-UNDERSTANDING AND AWARENESS THROUGH EDUCATION, AND (5) A THREE-DIMENSIONAL MODEL OF AN EDUCATIONAL PROGRAM. THESE FIVE PERSPECTIVES WERE DISCUSSED AND DOCUMENTED. SOME SOCIAL SCIENCE VIEWS WERE THEN EXAMINED AS THEY PERTAINED TO THE COMPLICATED SOCIAL MATRIX WITHIN WHICH SCHOOLS MUST OPERATE. (JH)

ED 002 910 24

THE RELATIONSHIPS BETWEEN SUCCESS IN GROUP COUNSELING AND DISCREPANCY IN LEVELS OF PERSONALITY.
BY- CARLSON, WILLIAM A.
ILLINOIS UNIV., URBANA, COLL. OF EDUCATION
REPORT NUMBER CRP-623 PUB DATE 61
EDRS PRICE MF-$0.18 HC-$4.24 106P.

DESCRIPTORS- *GROUP COUNSELING, *INTERPERSONAL RELATIONSHIP, *PERSONALITY STUDIES, *STUDENT IMPROVEMENT, *UNDERACHIEVERS, ACADEMIC ACHIEVEMENT, ADJUSTMENT (TO ENVIRONMENT), ADOLESCENTS, COUNSELING GOALS, EMOTIONAL MALADJUSTMENT, GIFTED, GRADE 9, ILLINOIS, MENTAL HEALTH, URBANA,

THE APPLICATION OF GROUP COUNSELING TO EDUCATION WAS INVESTIGATED WITH RESPECT TO ANALYSES OF INTERPERSONAL RELATIONSHIPS AND PERSONALITY INTEGRATION FOR USE WITH DEVELOPMENT AND MAINTENANCE OF SOUND MENTAL HEALTH PROGRAMS. SUBJECTS WERE 15 NINTH-GRADE STUDENTS, DIVIDED INTO 2 COUNSELING GROUPS AND CONSIDERED TO BE GIFTED UNDERACHIEVERS. EACH GROUP MET SEPARATELY FOR A TOTAL OF 16 SESSIONS. CRITERION MEASURES OF SUCCESS IN GROUP COUNSELING WERE OBTAINED FROM THREE BASIC RATING SCALES AND THE "PICTURE STORY TEST" (A FANTASY LEVEL PROJECTIVE EXAMINATION). THESE WERE TESTED FOR RELIABILITY AND THEN RELATED TO MEASURES OF DIFFERENCES BETWEEN THE SUBJECTS' LEVELS OF PERSONALITY. IT WAS FOUND AFTER THOROUGH STUDY THAT THE CRITERION OF SUCCESS IN GROUP COUNSELING WAS NOT SIGNIFICANTLY RELATED TO THE DISCREPANCY BETWEEN LEVELS OF PERSONALITY AT THE CONCLUSION OF COUNSELING. HOWEVER, THE USE OF SUCH A SMALL SAMPLE REQUIRED THAT THIS CONCLUSION BE REGARDED AS HIGHLY TENTATIVE. (JH)

ED 002 911 24

A STUDY OF TEACHER BEHAVIOR IN RELATION TO CHILDREN DIFFERING IN ANXIETY LEVEL.
BY- SARASON, SEYMOUR B. DAVIDSON, KENNETH S.
YALE UNIV., NEW HAVEN, CONN.
REPORT NUMBER CRP-624 PUB DATE 62
WAYNE STATE UNIV., DETROIT, MICH.
EDRS PRICE MF-$0.09 HC-$1.24 31P.

DESCRIPTORS- *CLASSROOM ENVIRONMENT, *CLASSROOM TECHNIQUES, *STUDENT ATTITUDES, *STUDENT BEHAVIOR, *TEACHER ATTITUDES, ANXIETY, CLASSROOM RESEARCH, CONNECTICUT, DEFENSIVENESS SCALE FOR CHILDREN (DSC), GRADE 1, GRADE 2, GRADE 3, LORGE THORNDIKE, NEW HAVEN, TEST ANXIETY SCALE FOR CHILDREN (TASC),

THE TWO MAJOR PURPOSES OF THE STUDY WERE (1) TO DETERMINE THE RELATION OF ANXIETY ABOUT SCHOOL TO A WIDE VARIETY OF PERSONALITY AND BEHAVIOR VARIABLES MEASURED IN THE CLASSROOM AND (2) TO EXPLORE THE EFFECTS OF DIFFERENCES IN A CLASSROOM ATMOSPHERE UPON THOSE RELATIONS. THE TEST ANXIETY SCALE FOR CHILDREN (TASC) AND THE DEFENSIVENESS SCALE FOR CHILDREN (DSC) WERE THE TECHNIQUES UTILIZED TO GET CERTAIN SELF-ATTITUDES. ALL THE CHILDREN OF THREE SECOND-GRADE CLASSROOMS IN THE SAME ELEMENTARY SCHOOL WERE THE SUBJECTS. THEY WERE ADMINISTERED THE TASC, DSC, AND LORGE-THORNDIKE TESTS AFTER THE FIRST GRADE AND OBSERVED BY TWO DIFFERENT OBSERVERS OVER A 4-MONTH PERIOD IN THE SECOND GRADE, AND RATED ON A PERSONALITY BEHAVIOR CHECKLIST. THE SAME CHILDREN WERE STUDIED IN THE THIRD GRADE TO DETERMINE THE CONSISTENCY OF THE FINDINGS AND THE EFFECTIVENESS OF THE TASC AND DSC AS RELATIVELY LONG-RANGE PREDICTIONS. ALSO, THE THIRD-GRADE TEACHERS RATED THE PUPILS ON THE PERSONALITY AND BEHAVIOR CHECKLIST. THE MAJOR FINDINGS WERE--(1) THE DSC IS A BETTER PREDICTOR THAN THE TASC OF CHILDREN'S PERSONALITY AND BEHAVIOR IN THE CLASSROOM, (2) THE DSC PREDICTS BETTER FOR GIRLS, TASC FOR BOYS. DSC IS A MORE STABLE MEASURE REGARDLESS OF CHANGE IN TEACHERS, AND (3) TEACHER-OBSERVER AGREEMENT ABOUT CLASSROOM BEHAVIOR TENDS TO BE HIGHEST FOR THOSE TEACHERS INDEPENDENTLY RATED AS MOST EFFECTIVE. IN GENERAL, TEACHERS' VALUES AND BELIEFS AFFECT THEIR OWN AND THEIR PUPILS' CLASSROOM EFFORTS, AND IN PARTICULAR THESE AFFECT CHILDREN'S ANXIETY AND DEFENSIVENESS, AND BOYS AND GIRLS DIFFERENTLY. (GC)

ED 002 912 24

EXPLORATIONS IN RESEARCH DESIGN--CURRICULUMS FOR TECHNICIANS.
BY- BRANDON, GEORGE L.
MICHIGAN ST. UNIV., EAST LANSING, COLL. OF EDUC.
REPORT NUMBER CRP-629 PUB DATE NOV 60
CONTRACT OEC-SAE-629(8186)
EDRS PRICE MF-$0.18 HC-$3.64 91P.

DESCRIPTORS- *CURRICULUM PLANNING, *OCCUPATIONAL INFORMATION, *RESEARCH METHODOLOGY, *SUBPROFESSIONALS, *VOCATIONAL EDUCATION, EAST LANSING, EMPLOYMENT QUALIFICATIONS, JUNIOR COLLEGES, MICHIGAN, SENIOR HIGH SCHOOLS,

A MATRIX MODEL WAS CONSTRUCTED FOR DEMONSTRATING THE RELATIONSHIPS OF SPECIFIC CONCEPTS, SKILLS, AND/OR COURSES TO VARIOUS TECHNICAL OCCUPATIONS. DEVELOPMENT OF THE MODEL WAS ACCOMPLISHED IN THREE PHASES--(1) COLLECTION OF OCCUPATIONAL ANALYSES DATA AND RELATED PUBLICATIONS, (2) CRITICAL ANALYSES OF THE COLLECTED DATA AND CONFERENCE DISCUSSIONS CONCERNING THE RESULTS, AND (3) DETERMINATION OF A STRATEGIC RESEARCH DESIGN FOR STUDIES ACROSS THE ENTIRE FIELD OF OCCUPATIONS FOR TECHNICIANS. (JH)

ED 002 913 24

AN EMPIRICAL INVESTIGATION OF THE EFFECTS OF NONNORMALITY UPON THE SAMPLING DISTRIBUTION OF THE PROJECT MOMENT CORRELATION COEFFICIENT.
BY- MORRIS, RAYMOND C. HJELM, HOWARD
GEORGE PEABODY COLL. FOR TEACHERS, NASHVILLE,TENN.
REPORT NUMBER CRP-637 PUB DATE 15 MAR 60
EDRS PRICE MF-$0.27 HC-$7.20 180P.

DESCRIPTORS- *FACTOR ANALYSIS, *GROUP INTELLIGENCE TESTING, *MEASUREMENT TECHNIQUES, *POPULATION TRENDS, COMPARATIVE TESTING, EVALUATION, NASHVILLE, POPULATION DISTRIBUTION, PSYCHOLOGICAL TESTING, TENNESSEE,

THE STUDY EMPIRICALLY DETERMINED THE EFFECTS OF NONNORMALITY UPON SOME SAMPLING DISTRIBUTIONS OF THE PRODUCT MOMENT CORRELATION COEFFICIENT (PMCC). SAMPLING DISTRIBUTIONS OF THE PMCC WERE OBTAINED BY DRAWING NUMEROUS SAMPLES FROM CONTROL AND EXPERIMENTAL POPULATIONS HAVING VARIOUS DEGREES OF NONNORMALITY AND BY CALCULATING CORRELATION COEFFICIENTS FOR THESE SAMPLES. THE SAMPLING DISTRIBUTIONS OBTAINED FROM THE EXPERIMENTAL POPULATIONS WERE COMPARED WITH THE THEORETICAL SAMPLING DISTRIBUTIONS OF PMCC OF RANDOM SAMPLES FROM BIVARIATE NORMAL POPULATIONS AND WITH THE SAMPLING DISTRIBUTIONS OBTAINED FROM THE CONTROL POPULATIONS WHICH WERE APPROXIMATELY BIVARIATE NORMAL. THE RESULTS OF THE INVESTIGATION OF THE EFFECTS OF NONNORMALITY UPON THE SAMPLING DISTRIBUTIONS OF THE PMCC INDICATED THAT NONNORMALITY HAD AN AFFECT AND THAT IT WAS OF SUCH A MAGNITUDE THAT IT SHOULD BE TAKEN INTO ACCOUNT IN DEALING WITH STATISTICAL TESTS OF INFERENCE INVOLVING PRODUCT MOMENT CORRELATION. MORE RESEARCH IS NEEDED, ESPECIALLY IN REGARD TO OTHER TYPES OF NONNORMALITY AND POPULATIONS NOT HAVING IDENTICAL MARGINAL FREQUENCIES. (GD)

ED 002 914 24

FACILITIES AND EQUIPMENT AVAILABLE FOR TEACHING SCIENCE IN PUBLIC HIGH SCHOOLS, 1958-59.
BY- SOLBERG, ARCHIE N. KOELSCHE, CHARLES L.
TOLEDO UNIVERSITY, OHIO, RESEARCH FOUNDATION
REPORT NUMBER CRP-640 PUB DATE 59
EDRS PRICE MF-$0.18 HC-$3.20 80P.

DESCRIPTORS- *FACILITIES, *HIGH SCHOOLS, *SCIENCE EDUCATION, *SCIENCE EQUIPMENT, BUDGETING, EDUCATIONAL FACILITIES, EFFECTIVE TEACHING, EXPENDITURES, LABORATORIES, LABORATORY EQUIPMENT, OHIO, STATISTICAL SURVEYS, TOLEDO,

SURVEYS WERE CONDUCTED TO DETERMINE THE AVAILABILITY OF HIGH SCHOOL SCIENCE FACILITIES AND EQUIPMENT IN SEVEN STATES. THIS WAS ACCOMPLISHED THROUGH PERSONAL INSPECTIONS BY A PROJECT COMMITTEE, USING CHECKLISTS OF APPROXIMATELY 850 SCHOOLS SELECTED AT RANDOM. AN ANALYSIS OF THE DATA WAS THEN MADE, AND SOME GENERAL IMPLICATIONS WERE SUGGESTED. COMBINATION CLASSROOMS AND MULTIPURPOSE LABORATORIES WERE DESIGNATED AS IDEAL FACILITIES FOR SCIENCE INSTRUCTION. MANY OF THE HIGH SCHOOLS SURVEYED, HOWEVER, WERE STILL USING REGULAR CLASSROOMS FOR TEACHING SCIENCE, AND OTHER SCHOOLS HAVING SCIENCE FACILITIES WERE INADEQUATELY EQUIPPED FOR EFFECTIVE INSTRUCTION. ROUGHLY ONE-HALF OF THE HIGH SCHOOLS LACKED ADEQUATE SPACE FOR LABORATORY WORK, AND ONE-THIRD LACKED PROPER SCIENCE EQUIPMENT STORAGE FACILITIES. IN ADDITION, ABOUT 55 PERCENT HAD ANNUAL BUDGETS FOR SCIENCE SUPPLIES AND EQUIPMENT, BUT MANY OF THESE FUNDS WERE OBVIOUSLY INADEQUATE. IT WAS DETERMINED THAT IN MANY SCHOOLS THESE CONDITIONS COULD BE RECTIFIED WITH SOME LONG-RANGE PLANNING FOR STEADY IMPROVEMENT IN THE VARIETY AND QUANTITY OF LABORATORY AND OTHER INSTRUCTIONAL EQUIPMENT, AND IN THE ENLARGEMENT AND MODERNIZATION OF INSTRUCTIONAL FACILITIES. THE SEVEN PARTICIPATING STATES WERE FLORIDA, ILLINOIS, MASSACHUSETTS, NORTH DAKOTA, OHIO, SOUTH CAROLINA, AND WISCONSIN. (JH)

ED 002 915 24

PSYCHOLOGICAL PROBLEMS AND RESEARCH METHODS IN MATHEMATICS TRAINING.
BY- DU BOIS, PHILIP H. FEIERABEND, ROSALIND L.
WASHINGTON UNIV., ST.LOUIS, MO.
REPORT NUMBER CRP-642 PUB DATE JUN 59
EDRS PRICE MF-$0.36 HC-$8.84 221P.

DESCRIPTORS- *CURRICULUM GUIDES, *LEARNING PROCESSES, *MATHEMATICS INSTRUCTION, *RESEARCH METHODOLOGY, CONFERENCES, MANUALS, MATHEMATICAL EXPERIENCE, MISSOURI, PSYCHOEDUCATIONAL PROCESSES, ST. LOUIS, SURVEYS, TEACHING TECHNIQUES,

A CRITICAL REVIEW OF PSYCHOLOGICAL LITERATURE AND A RESEARCH METHODS INVENTORY, RELATING TO THE LEARNING OF MATHEMATICS AT ALL ACADEMIC LEVELS, WERE CONDUCTED TO DEVELOP A HANDBOOK OR GUIDE FOR USE BY INVESTIGATORS IN THE FIELD OF MATHEMATICS TEACHING. THIS EFFORT TOOK PLACE DURING A 3-MONTH PERIOD WHICH INCLUDED SYSTEMATIC SURVEYS OF LITERATURE AND ONGOING RESEARCH STUDIES, AS WELL AS A COMPREHENSIVE REVIEW WITH VARIOUS CONSULTANTS IN THE FIELD TO OBTAIN INFORMATION ON POSSIBLE APPLICATIONS OF SUCH SPECIALIZED DEVELOPMENTS AS INFORMATION THEORY AND MULTIVARIATE AND FACTOR ANALYSIS IN MATHEMATICS TRAINING. ALL FINDINGS WERE INCORPORATED INTO THE FINAL REPORT WHICH WAS DIVIDED INTO THE FOLLOWING THREE SECTIONS--(1) "PROBLEM AREAS IN THE TEACHING OF MATHEMATICS," (2) "PROPOSALS FOR RESEARCH ON THE TEACHING OF MATHEMATICS," AND (3) "REVIEW OF RESEARCH ON MATHEMATICAL EDUCATION." PROBLEM AREAS COVERED HUMAN LEARNING WITH SPECIAL REFERENCE TO TEACHING OF MATHEMATICS AND INCLUDED MEASUREMENT PROBLEMS, INDUCTIVE AND DEDUCTIVE TEACHING METHODS EVALUATION, INTEREST-MOTIVATION-SEX ROLE WITH RESPECT TO ATTITUDES, SENSORY AND PERCEPTUAL FACTORS, APPROACHES TO PROBLEM-SOLVING, PERSONALITY VARIABLES, AND MENTAL ABILITIES, AND EXPERIMENTAL ANALYSIS OF BEHAVIOR. THE SECTION OF PROPOSALS PROVIDED A COLLECTION OF PRACTICAL RESEARCH DESIGNS FOR MATHEMATICS TRAINING TO BE PERFORMED WITH LIMITED RESOURCES AND WITHIN A LIMITED AMOUNT OF TIME. THE THIRD AND FINAL SECTION CONTAINED A SURVEY SYNOPSIS OF PSYCHOLOGICAL AND EDUCATIONAL LITERATURE CENTERING ON MATHEMATICS TRAINING DURING THE 1948-58 TIME PERIOD. THAT PART OF THE DATA WHICH WAS NOT GATHERED AS PART OF THE SURVEY WAS OBTAINED FROM PAPERS PRESENTED AT A 2-DAY CONFERENCE ON PROBLEMS AND METHODS IN MATHEMATICS TRAINING HELD AT WASHINGTON UNIVERSITY IN 1959. (JH)

ED 002 916 21

AN INVESTIGATION OF DIFFERENTIAL BINAURAL STIMULATION IN THE TEACHING OF A FOREIGN LANGUAGE.
BY- VAN RIPER, CHARLES
WESTERN MICHIGAN UNIV., KALAMAZOO

REPORT NUMBER CRP-739 PUB DATE OCT 60
EDRS PRICE MF-$0.09 HC-$2.20 55P.

DESCRIPTORS- *LANGUAGE INSTRUCTION, *SPANISH, AURAL STIMULI, COMPARATIVE ANALYSIS, KALAMAZOO, LANGUAGE LABORATORY EQUIPMENT, LANGUAGE LABORATORY USE, LANGUAGE TESTS, MICHIGAN, PRONUNCIATION,

THIS STUDY DETERMINED WHETHER OR NOT DIFFERENTIAL BINAURAL STIMULATIONS CAN BE USED EFFECTIVELY TO IMPROVE PRONUNCIATION IN FOREIGN LANGUAGE TEACHING. THE OBJECTIVE WAS TO DETERMINE WHAT EFFECT HEARING SIMULTANEOUSLY THE TEACHER'S VOICE IN ONE EAR AND HIS OWN VOICE IN THE OTHER WOULD HAVE ON A STUDENT'S ABILITY TO COMPARE THE DIFFERENCES IN PRONUNCIATION. TWO GROUPS OF FIRST-SEMESTER FRESHMAN COLLEGE STUDENTS WITHOUT PREVIOUS TRAINING IN SPANISH SERVED AS SUBJECTS. THEY RECEIVED GENERAL LANGUAGE-LABORATORY TRAINING. THE EXPERIMENTAL GROUP WAS GIVEN DIFFERENTIAL BINAURAL STIMULATION, HEARING THEMSELVES IN ONE EAR AS THEY HEAR THE TAPED STIMULUS MATERIAL IN THE OTHER. THE CONTROL GROUP WAS GIVEN THE SAME STIMULUS MATERIAL BUT HEARD IT IN BOTH EARS ALONG WITH THEIR OWN VOICES. TESTING MATERIALS WERE ADMINISTERED TO BOTH GROUPS AT THE END OF 3 CONSECUTIVE MONTHS OF TWICE-A-WEEK LANGUAGE-LABORATORY TRAINING. WITH PRONUNCIATION USED AS A BASIS, AN ANALYSIS OF VARIANCE AND THE STATISTICAL SIGNIFICANCE OF THE DIFFERENCES WERE COMPUTED. DIFFERENTIAL TRAINING APPEARED TO HAVE BEEN INEFFECTIVE. NO STATISTICALLY SIGNIFICANT DIFFERENCES WERE FOUND BETWEEN EXPERIMENTAL AND CONTROL GROUPS IN NUMBER OF ERRORS OR IN RATING SCALE VALUES. (GC)

ED 002 917 24

CREATIVE THINKING IN CHILDREN AT THE JUNIOR HIGH SCHOOL LEVELS.
BY- GUILFORD, J.P. AND OTHERS
UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES
REPORT NUMBER CRP-737 PUB DATE SEP 61
EDRS PRICE MF-$0.09 HC-$1.52 38P. PSYCHOLOGICAL LABORATORY, UNIV. SOUTHERN CALIF., NO. 26

DESCRIPTORS- *CREATIVE THINKING, *FACTOR ANALYSIS, *GIFTED, *JUNIOR HIGH SCHOOL ROLE, *PRODUCTIVE THINKING, CALIFORNIA, COGNITIVE ABILITY, INTELLIGENCE TESTS, LOS ANGELES, PSYCHOLOGICAL PATTERNS, SEMANTICS,

THIS PROJECT INVESTIGATED THE FACTORS OF "DIVERGENT PRODUCTIVE THINKING" WHICH CONTRIBUTE MOST TO CREATIVE BEHAVIOR. TWO JUNIOR HIGH SCHOOLS WERE INVOLVED. ONE WAS RELATIVELY LARGE, IN A MODERATE-INCOME AREA. THE OTHER WAS SMALLER, AND WAS SITUATED IN A PROFESSIONAL COMMUNITY. IN THE SMALLER SCHOOL SOME 220 STUDENTS WERE TESTED IN TWO 3-HOUR SESSIONS. SOME SUBJECTS WERE DROPPED FROM THE SAMPLE BECAUSE THEIR RECORDS WERE INCOMPLETE, RESULTING IN A SAMPLE OF 204 WITH A FULL RANGE OF NINTH-GRADE STUDENT IQ'S REPRESENTED. IN THE LARGER SCHOOL 700 STUDENTS WERE TESTED IN 2-HOUR SESSIONS. ELIMINATED FROM THE STUDY WERE ANY EXAMINEES WHO WERE NOT PRESENT FOR ALL THREE TESTING SESSIONS, OR FOR WHOM SCHOOL RECORDS WERE INCOMPLETE. FROM THE SELECTED GROUP OF A SAMPLE OF 229 BOYS AND 228 GIRLS WITH AN IQ RANGE OF 95-119 WAS FORMED. FURTHER RESEARCH SHOULD BE CONDUCTED TO ASCERTAIN WHETHER ABILITIES OTHER THAN THOSE RELATED TO DIVERGENT PRODUCTION CAN BE DIFFERENTIATED AT THE JUNIOR HIGH SCHOOL LEVEL, TO EXPLORE THE DIFFERENTIATION OF ABILITIES AT YOUNGER AGE LEVELS, AND TO DETERMINE THE PREDICITVE VALIDITY OF TESTS OF DIVERGENT PRODUCTIVE THINKING. (JL)

ED 002 918 24

MEASUREMENT AND EVALUATION OF CHANGE IN COLLEGE WOMEN.
BY- FREEDMAN, MERVIN B.
VASSAR COLL., POUGHKEEPSIE, N.Y., MELLON FOUND.
REPORT NUMBER CRP-736 PUB DATE 31 AUG 61
CONTRACT OEC-736(8410)
EDRS PRICE MF-$0.27 HC-$7.32 183P.

DESCRIPTORS- *GRADUATE SURVEYS, *PERSONALITY ASSESSMENT, *PERSONALITY CHANGE, *PERSONALITY STUDIES, COLLEGE STUDENTS, EDUCATIONAL RESEARCH, NEW YORK, PERSONALITY DEVELOPMENT, POUGHKEEPSIE, VASSAR ATTITUDE INVENTORY (VAI),

THIS PROJECT ANALYZED PERSONALITY CHANGES IN COLLEGE WOMEN AS MEASURED BY A DISCHRONIC SERIES OF TEST BATTERIES. THE OBJECTIVE WAS TO DETERMINE THOSE CHANGES WHICH HAVE TAKEN PLACE IN THE PERSONALITY DEVELOPMENT, ATTITUDES, VALUES, AND OPINIONS OF AN EXTENSIVELY TESTED SAMPLE OF COLLEGE WOMEN. SIX GRADUATING SENIOR CLASSES AND SIX ENTERING FRESHMEN CLASSES, AS WELL AS TWO SAMPLES OF JUNIORS, SOPHOMORES, AND SECOND SEMESTER FRESHMEN AT VASSAR COLLEGE, WERE GIVEN A COMPLETE BATTERY OF PSYCHOLOGICAL TESTS AND WERE INTERVIEWED IN DEPTH. THE PRESENT RESEARCH ANALYZED THESE EXISTING DATA IN TERMS OF PERSONALITY CHANGES WHICH OCCURRED DURING THE COLLEGE YEARS, CHARACTERISTICS OF SPECIAL GROUPS (SUCH AS THOSE WHO LEFT COLLEGE AND THOSE WHO VISTED THE COLLEGE PSYCHIATRISTS). RELATIONSHIPS BETWEEN INTERVIEW DATA AND SUCH VARIABLES AS FACULTY RATINGS, GRADES, CHOICE OF MAJOR, POST-COLLEGE PLANS, AND THE EFFECT OF INTERVIEWING ON THE SAMPLE. THE VASSAR ATTITUDE INVENTORY (VAI) WAS DEVELOPED AND A FACTOR ANALYSIS STUDY OF THESE SCALES WAS USED. THERE WAS NO EVIDENCE THAT LARGE-SCALE SHIFTS IN ATTITUDES OR IDEOLOGY OCCUR IN THE EARLY YEARS AFTER GRADUATION. ALUMNAE AS COMPARED TO THE SENIORS WERE MORE STABLE EMOTIONALLY AND MORE ASSURED SOCIALLY, LESS ANXIOUS AND DEPRESSED, AND GENERALLY MORE CONFIDENT AND IMPERTURABLE. (GC)

ED 002 919 24

ANALYSIS OF PROCESSES IN PAIRED-ASSOCIATE LEARNING.
BY- BATTIG, WILLIAM F.
VIRGINIA UNIV., CHARLOTTESVILLE
REPORT NUMBER CRP-730 PUB DATE 62
EDRS PRICE MF-$0.18 HC-$2.80 70P.

DESCRIPTORS- *LEARNING PROCESSES, *PAIRED ASSOCIATE LEARNING, *STIMULUS BEHAVIOR, *THOUGHT PROCESSES, ASSOCIATIVE LEARNING, CHARLOTTESVILLE, LEARNING ACTIVITIES, VIRGINIA,

THE OBJECTIVES OF THIS STUDY WERE--(1) TO DEFINE AND ISOLATE THE BASIC PROCESSES INVOLVED IN PAIR-ASSOCIATE LEARNING, (2) TO SPECIFY THE IMPORTANT VARIABLES RELATED TO THESE PROCESSES AND THE CONDITIONS UNDER WHICH EACH BECOMES IMPORTANT, (3) AND TO DEFINE AND ASSESS THE IMPORTANCE OF THE ASSOCIATION FORMATION PROCESS IN PAIRED-ASSOCIATE LEARNING TASKS. THE PROGRAM INVOLVED THREE PHASES. IN PHASE I A PAIRED-ASSOCIATE LEARNING TASK WAS DEVELOPED IN WHICH THE "ASSOCIATION FORMATION" PROCESS HAD BEEN ISOLATED. IN PHASE II THE ROCK PARADIGM AS MODIFIED BY THE INVESTIGATOR WAS USED

TO INVESTIGATE THE ROLE OF REPETITION IN LEARNING THE PAIRED-ASSOCIATE TASK OR TASKS WHICH HAD BEEN DEVELOPED IN PHASE I. A LIST CONSISTING OF TWO SETS OF STIMULUS-RESPONSE PAIRS WAS USED. ALL PAIRS OF ONE SET, THE CONTROL SET, WERE RETAINED IN THE LIST OF ALL LEARNING TRIALS. PAIRS OF THE EXPERIMENTAL SET WERE RETAINED IN THE LIST ONLY IF THE CORRECT RESPONSE WAS GIVEN. IN NOT, THEY WERE REPLACED IN THE LIST BY NEW PAIRS WHICH HAD NOT PREVIOUSLY BEEN SEEN. ON THE BASIS OF THE PRESENT RESULTS, THERE IS NO EVIDENCE THAT EITHER PAIRED-ASSOCIATE LEARNING IN GENERAL OR ANY COMPONENT PROCESS THEREOF TAKES PLACE COMPLETELY IN ALL-OR-NONE FASHION IN A SINGLE TRIAL, EITHER TYPICALLY OR NECESSARILY. (JL)

ED 002 920 24

THE IMPACT OF A VALUE-ORIENTED UNIVERSITY ON STUDENT ATTITUDES AND THINKING.
BY- FOSTER, JULIAN AND OTHERS
SANTA CLARA UNIV., CALIF.
REPORT NUMBER CRP-729 PUB DATE NOV 61
EDRS PRICE MF-$0.18 HC-$4.84 121P.

DESCRIPTORS- *CATHOLIC SCHOOLS, *EDUCATIONAL OBJECTIVES, *INSTITUTIONAL ENVIRONMENT, *STUDENT ATTITUDES, *UNIVERSITIES, CALIFORNIA, CRITICAL THINKING IN ETHICS TEST, PHILOSOPHY, RELIGIOUS EDUCATION, SANTA CLARA, VALUES,

THIS STUDY EXPLORED THE EFFECTS OF A DECLARED INSTITUTIONAL GOAL OF VALUE-ORIENTATION ON THE VALUES OF STUDENTS. THE OBJECTIVES WERE--(1) DETERMINE WHETHER OR NOT THE LARGE AMOUNTS OF PHILOSOPHY AND THE THEOLOGY REQUIRED IN A CATHOLIC COLLEGE HAVE AN APPRECIABLE IMPACT ON STUDENTS, (2) DETERMINE WHETHER OR NOT UNIVERSITY EXPERIENCE PRODUCES CONFORMITY OR INDIVIDUALISM IN STUDENTS, (3) INVESTIGATE THE EFFECT OF CATHOLIC EDUCATION ON LIBERAL-AUTHORITARIAN BELIEFS IN STUDENTS, AND (4) COMPARE THE DEVELOPMENT OF CRITICAL THINKING IN A CATHOLIC COLLEGE WITH NON-CATHOLIC INSTITUTIONS. THE BASIC POPULATION USED IN THE STUDY CONSISTED OF THE MALE UNDERGRADUATE STUDENTS ENROLLED IN A SMALL CATHOLIC UNIVERSITY. DATA ON THREE OTHER STUDENT POPULATIONS WERE COLLECTED FOR COMPARISON PURPOSES FROM A NEIGHBORING STATE COLLEGE, A JUNIOR COLLEGE, AND A CATHOLIC COLLEGE PREPARATORY SCHOOL. TESTS WERE ADMINISTERED AT THIS UNIVERSITY ON FOUR OCCASIONS AND ONCE ONLY AT THE OTHER INSTITUTIONS. THE CONTENTS OF THE TEST BATTERIES VARIED WITH THE REQUIREMENTS OF THE STUDY AND THE AMOUNT OF TIME AVAILABLE. A LONGITUDINAL ANALYSIS OF THE DATA WAS UNDERTAKEN. ALL STUDENTS WERE TESTED IN SEPTEMBER 1959, AND THE SENIOR CLASS WAS RETESTED 8 MONTHS LATER, JUST BEFORE GRADUATION. THE REMAINDER OF THE STUDENTS WERE RETESTED 20 MONTHS LATER, IN MAY 1961. IT WAS CONCLUDED THAT EXPERIENCE AT A VALUE-ORIENTED UNIVERSITY DOES REDUCE DEVIATION FROM ETHICAL AND THEOLOGICAL DOCTRINES. HOWEVER, STUDENTS WHO CHOOSE SUCH A UNIVERSITY ALREADY CONFORM TO THE DESIRED NORM TO A CONSIDERABLY GREATER EXTENT THAN STUDENTS WHO DID NOT CHOOSE SUCH A UNIVERSITY. THE AREA AVAILABLE FOR IMPROVEMENT AS MEASURED HERE IS NOT, THEREFORE, GREAT. THE MOST MARKED CHANGE WAS A BROADENING OF VALUES. (JL)

ED 002 921 24

ROLE OF EVALUATION IN CREATIVE THINKING.
BY- TORRANCE, E.P. AND OTHERS
MINNESOTA UNIV., MINNEAPOLIS, BUR. OF EDUC. RES.
REPORT NUMBER CRP-725 PUB DATE 64
EDRS PRICE MF-$0.63 HC-$17.96 449P.

DESCRIPTORS- *CREATIVE ACTIVITIES, *CREATIVE DEVELOPMENT, *CREATIVITY RESEARCH, *ELEMENTARY SCHOOLS, *INSERVICE TEACHER EDUCATION, COMPARATIVE ANALYSIS, CONTROL GROUPS, CREATIVE TEACHING, CREATIVITY, EVALUATION, EXPERIMENTAL PROGRAMS, MINNEAPOLIS, MINNESOTA,

THE OBJECTIVES WERE TO DETERMINE THE EFFECT OF TEACHERS' ATTITUDES TOWARD CREATIVE THINKING ON THEIR EVALUATIVE BEHAVIOR IN THE CLASSROOM AND ON THE CREATIVE THINKING OF THEIR PUPILS. FURTHER OBJECTIVES WERE TO ASCERTAIN THE EFFECTS OF VARIOUS KINDS OF EVALUATIVE COMMENTS ON THE IDEAS OFFERED BY STUDENTS, AND TO DETERMINE WHETHER OR NOT SUGGESTIONS FOR IMPROVEMENTS OR CRITICISM OF DEFECTS SHOULD BE STRESSED IN TRAINING INDIVIDUALS TO EVALUATE THEIR OWN CREATIVE PRODUCTS. TWO GROUPS OF TEACHERS WERE IN THE SAMPLE--(1) THE EXPERIMENTAL GROUP WAS GIVEN A SERIES OF INSERVICE TRAINING SESSIONS AND A MANUAL CONCERNING THE EVALUATION OF CREATIVE THINKING IN THE CLASSROOM, (2) THE CONTROL GROUP WAS NOT TRAINED. PUPILS IN BOTH GROUPS WERE ADMINISTERED TESTS OF CREATIVITY AT THE BEGINNING AND END OF THE EXPERIMENT. QUESTIONNAIRES WERE ADMINISTERED TO TEACHERS AND PUPILS TO PROBE CREATIVE ATTITUDES, CRITICAL ATTITUDES, AND PERCEPTIONS OF EACH TEACHER'S EVALUATION BEHAVIOR IN RELATION TO CREATIVE THINKING AND ACTIVITIES OF PUPILS. GRADES 1-6 WERE GIVEN TASKS REQUIRING CREATIVITY AND INVENTIVENESS. COMMENTS ON DEFECTS, IMPROVEMENT NEED, AND CONSTRUCTIVE POSSIBILITIES WERE COLLECTED, ANALYZED, AND COMPARED, RESULTS SHOWED THAT--(1) THE INSERVICE EDUCATION EXPERIMENT WAS INCONCLUSIVE THOUGH SUCCESSFUL IN MANY WAYS, (2) TEACHERS DO INFLUENCE THE CREATIVE THINKING OF STUDENTS, AND (3) THE STUDENTS' EVALUATION OF THEIR OWN CREATIVE PRODUCTS IS OF VALUE. (GC)

ED 002 922 24

OCCUPATIONAL CHOICE AND MOBILITY IN THE URBANIZING PIEDMONT OF NORTH CAROLINA.
BY- SIMPSON, RICHARD L. AND OTHERS
NORTH CAROLINA UNIV., CHAPEL HILL,INST.RES.SOC.SCI
REPORT NUMBER CRP-722 PUB DATE 60
CONTRACT OEC-SAE-722(8403)
EDRS PRICE MF-$0.36 HC-$10.68 267P.

DESCRIPTORS- *BLUE COLLAR OCCUPATIONS, *CAREER OPPORTUNITIES, *INDUSTRIALIZATION, *OCCUPATIONAL CHOICE, *WHITE COLLAR OCCUPATIONS, CENSUS OCCUPATIONAL CLASSIFICATION, CHAPEL HILL, DROPOUTS, HIGH SCHOOL GRADUATES, HIGH SCHOOL STUDENTS, INDEX OF OCCUPATIONAL STATUS, MALES, MIGRANT WORKERS, NORTH CAROLINA, SOCIAL MOBILITY,

THIS IS A STUDY OF OCCUPATIONAL CHOICE AND OCCUPATIONAL CAREER PATTERNS IN TWO NORTH CAROLINA COMMUNITIES. THE OBJECTIVES WERE (1) TO EXPLORE ORIENTATIONS OF INDIVIDUALS TOWARD VARIOUS GROUPS WHICH INFLUENCE THEM, AND (2) TO DETERMINE THE VALUE ORIENTATIONS OF THESE INDIVIDUALS. SAMPLES OF 400 ADULT WHITE MALE WORKERS WERE DRAWN FROM EACH BLOCK AND SUBJECTS INTERVIEWED WITH AN INSTRUMENT DESIGNED TO ELICIT INFORMATION ON REFERENCE GROUP, VALUE ORIENTATIONS. THIS INFORMATION WAS RELATED TO THE WORK HISTORIES (CAREER MOBILITY) OF THE OLDER ADULTS AND THE OCCUPATIONAL CHOICE

PROCESSES (INTERGENERATIONAL MOBILITY) OF THE YOUNGER ADULTS IN ADDITION, THE SAME MEASURES WERE USED WITH ALL WHITE MALE HIGH SCHOOL STUDENTS IN THE COMMUNITIES AND THE DATA RELATED TO THE ASPIRATIONS (ANTICIPATED INTERGENERATIONAL AND CAREER MOBILITY) OF THE RESPONDENTS. CORRELATION COEFFICIENTS SHOWED ASSOCIATION BETWEEN VARIABLES, SUCH AS UPWARD MOBILITY AND DEGREE OF INSTRUMENTALISM IN VALUE ORIENTATION. THERE WAS THE TENDENCY TOWARD INHERITANCE OF GENERAL OCCUPATION LEVEL, WITH HIGH-STATUS FATHERS TENDING TO HAVE HIGH-STATUS SONS AND LOW-STATUS FATHERS TENDING TO HAVE LOW-STATUS SONS. AS IN THE FINDINGS OF OTHER RECENT STUDIES, THERE WAS A SUBSTANTIAL AMOUNT OF UPWARD INTERGENERATIONAL MOBILITY AND A LESSER AMOUNT OF UPWARD INTERGENERATIONAL MOBILITY. ONE IMPLICATION OF THE SIMILARITY OF FINDINGS TO OTHER STUDIES IS THAT THE LIFE-CHANCES OF A WORKER WHO STARTS FROM A GIVEN PLACE IN THE SOCIAL STRUCTURE ARE ABOUT THE SAME IN NORTH CAROLINA AS IN OTHER PARTS OF THE UNITED STATES. (JL)

ED 002 923 24

EVALUATION AND FOLLOWUP STUDY OF A SUMMER SCIENCE AND MATHEMATICS PROGRAM FOR TALENTED SECONDARY SCHOOL STUDENTS.
BY- COOLEY, WILLIAM W. BASSETT, ROBERT D.
HARVARD UNIV., CAMBRIDGE, MASS.,GRAD. SCH.OF EDUC.
REPORT NUMBER CRP-715 PUB DATE 30 JUN 60
EDRS PRICE MF-$0.18 HC-$4.68 117P.

DESCRIPTORS- *MATHEMATICS CURRICULUM, *SCIENCE COURSES, *SECONDARY SCHOOL STUDENTS, *SUMMER PROGRAMS, *TALENTED STUDENTS, CAMBRIDGE, EDUCATIONAL IMPROVEMENT, MASS. RESEARCH SKILLS, SCIENCE CAREERS,

THIS STUDY WAS TO EVALUATE A SUMMER PROGRAM IN SCIENCE AND MATHEMATICS FOR 60 PROMISING SCIENCE STUDENTS, AND TO DETERMINE THE EFFECTS OF SUCH A PROGRAM ON THE BEHAVIOR OF STUDENTS IN CLASSES DURING THE ENSUING YEAR AND ON THEIR FUTURE CAREER DECISIONS. THE FIRST 2 OF THE 10 WEEKS OF THIS PROGRAM THE STUDENTS WERE GIVEN ADVANCED INSTRUCTION BY VISITING SCIENTISTS AND THAYER ACADEMY PERSONNEL. THE MORNING CONSISTED OF CLASSROOM INSTRUCTION AND THE AFTERNOON WAS DEVOTED TO LABORATORY AND LIBRARY RESEARCH. EACH EVENING A VISITING SCIENTIST PRESENTED A REPORT OF RESEARCH ON A DIFFERENT FRONTIER OF SCIENCE. FOR CLASSES AND LABORATORY, THE GROUP WAS DIVIDED INTO FOUR SECTIONS, EACH ONE EMPHASIZING EITHER BIOLOGY, CHEMISTRY, PHYSICS, OR MATHEMATICS. THE SECTIONS WERE ASSIGNED ACCORDING TO THE STUDENT'S MAJOR INTERESTS. THE LAST 8 WEEKS OF THE PROGRAM WERE SPENT IN SEPARATE UNIVERSITY AND INDUSTRIAL LABORATORIES WHERE STUDENTS WORKED UNDER THE DIRECT GUIDANCE OF A RESEARCH SCIENTIST AND UNDER PERIODIC SUPERVISION OF THAYER PERSONNEL. THE MAJOR CHANGES OBSERVED DURING THE 10-WEEK PERIOD INVOLVED THE STUDENT'S IMAGE OF SCIENCE AND SCIENTISTS, AND STUDENT PLANS FOR COLLEGE AND CAREER. THESE ARE HIGHLY INTERRELATED AND ARE EXPECTED RESULTS OF A PROGRAM IN WHICH STUDENT EXPOSURE TO SCIENTISTS IN ACTION IS THE PRIMARY ACTIVITY. AS A CAREER GUIDANCE DEVICE, THE PROGRAM WAS HIGHLY SUCCESSFUL. FUTURE INVESTIGATIONS SHOULD BE CONCERNED WITH THE RELATIVE MERITS OF VARIOUS APPROACHES TO THE SUMMER PROGRAM DESIGN. (JL)

ED 002 924 24

HOW PEOPLE PAY FOR COLLEGE.
BY- LANSING, JOHN B. AND OTHERS
MICHIGAN UNIV., ANN ARBOR,SURVEY RESEARCH CENTER
REPORT NUMBER CRP-700 PUB DATE SEP 60
MICHIGAN UNIV., ANN ARBOR,INST.FOR SOCIAL RESEARCH
EDRS PRICE MF-$0.27 HC-$6.84 171P.

DESCRIPTORS- *COLLEGE STUDENTS, *FINANCIAL PROBLEMS, *FINANCIAL SUPPORT, ANN ARBOR, COLLEGE PLANNING, EDUCATIONAL FINANCE, FAMILY RESOURCES, MICHIGAN,

THE OBJECTIVES WERE TO DETERMINE WHAT PROPORTION OF PARENTS CONTRIBUTE TO THE COLLEGE EDUCATION EXPENSES OF THEIR CHILDREN, THE AMOUNT THEY CONTRIBUTE, AND HOW CONTRIBUTING PARENTS BUDGET AND PLAN FOR THE EDUCATION OF THEIR CHILDREN. OVER 2,700 INTERVIEWS WERE TAKEN IN 2 SURVEYS IN 1959-60. THE INTERVIEWS OBTAINED INFORMATION ON THE AMOUNT PARENTS CONTRIBUTED TO THE EXPENSES OF THEIR CHILDREN WHILE IN COLLEGE, FUNDS ACCUMULATED PRIOR TO ENROLLMENT OF THE STUDENTS, FUNDS ACQUIRED DURING THE PERIOD OF ENROLLMENT, AND OTHER PERTINENT INFORMATION. PARENTS OF PROSPECTIVE COLLEGE STUDENTS WERE ASKED QUESTIONS CONCERNING PLANS FOR SENDING AND FINANCING THEIR CHILDREN THROUGH COLLEGE. MEDIANS, MEANS, AND FREQUENCY DISTRIBUTION ON THE FINANCIAL VARIABLES AND SAMPLE DISTRIBUTIONS ON REPLIES TO OTHER QUESTIONS WERE PRESENTED. MULTIPLE REGRESSION TECHNIQUES WERE USED TO ANALYZE EXPECTED AND ACTUAL COLLEGE ATTENDANCE. OF THE TOTAL ANNUAL EXPENSES OF COLLEGE STUDENTS IN 1959, 60 PERCENT WERE MET FROM MONEY CONTRIBUTED BY THEIR PARENTS. OF THE AVERAGE TOTAL OF $1,550, ABOUT $960 CAME FROM THE PARENTS, THE REMAINDER COMING FROM MONEY EARNED BY THE STUDENT, STUDENT SCHOLARSHIPS, AND OTHER SOURCES. HALF OF THE FAMILIES INTERVIEWED WERE ABLE TO DRAW UPON MONEY SET ASIDE IN ADVANCE TO HELP PAY FOR THE EDUCATION OF THEIR CHILDREN. IN ONE FAMILY OUT OF FIVE, THE MOTHER TOOK A JOB TO HELP PAY COLLEGE BILLS. FORTY-FOUR PERCENT OF THE FAMILIES PAID OUT OF CURRENT INCOME. (GC)

ED 002 925 24

EFFECTS ON USE OF TESTS BY TEACHERS TRAINED IN A SUMMER INSTITUTE.
BY- HASTINGS, J.T. AND OTHERS
ILLINOIS UNIV., URBANA, BUR. OF EDUC. RESEARCH
REPORT NUMBER CRP-702 PUB DATE 61
EDRS PRICE MF-$0.90 HC-$22.48 562P.

DESCRIPTORS- *GUIDANCE COUNSELING, *INSERVICE TEACHER EDUCATION, *SECONDARY EDUCATION, *SUMMER PROGRAMS, *TEACHER EVALUATION, *TESTING, COMMUNICATION (THOUGHT TRANSFER), COUNSELING SERVICES, EDUCATIONAL POLICY, ILLINOIS, INSTITUTE TYPE COURSES, ROLE PLAYING, SCHOOL CONDITIONS, TEACHER ATTITUDES, TEST RESULTS, TEST SELECTION, URBANA,

THE IMPACT OF INTENSIVE TRAINING IN A SUMMER GUIDANCE INSTITUTE UPON VARIOUS COUNSELING ATTITUDES AND PRACTICES WITHIN THE JUNIOR AND SENIOR HIGH SCHOOL EDUCATIONAL STRUCTURE OF THE STATE OF ILLINOIS WAS INVESTIGATED. THE SUMMER PROGRAM WAS HELD FOR ABOUT 30 TEACHERS FROM DIFFERENT SCHOOLS THROUGHOUT THE STATE. THESE SCHOOLS DIFFERED WIDELY IN GEOGRAPHICAL LOCATION AND PHYSICAL SIZE. PRINCIPAL EFFORTS OF THE RESEARCH PROGRAM OCCURRED AFTER THE INSTITUTE WAS COMPLETED AND THE TEACHER TRAINEES RETURNED TO FULL- OR PART-TIME COUNSELING POSITIONS WITH THEIR RESPECTIVE SCHOOLS. A RESEARCH TEAM WAS FORMED TO FOLLOWUP THE ACTIVITIES OF EACH

TRAINEE FOR A PERIOD OF 1 YEAR, AND ALSO OF OTHER COUNSELORS, ADMINISTRATORS, AND TEACHERS IN EACH SCHOOL. RESULTS OF THIS COMPREHENSIVE FOLLOWUP PROJECT FURNISHED INFORMATION ON THE ROLE PRESCRIPTION WITHIN WHICH SCHOOL COUNSELORS WORK, SHOWED SOME PATTERNS OF COMMUNICATION WITHIN SCHOOLS IN THE GUIDANCE AND COUNSELING AREA, AND POINTED OUT THE RELATIONSHIPS BETWEEN KNOWLEDGE ABOUT TESTING AND COMMUNICATION AMONG SCHOOL FACULTY MEMBERS CONCERNING THE USE OF TESTS AND TEST RESULTS IN THE SECONDARY SCHOOL GUIDANCE PROGRAM. UPON THE TRAINEES THEMSELVES, THE INSTITUTE PRODUCED SOME LONG-LASTING EFFECTS WITH RESPECT TO KNOWLEDGE ABOUT TESTING AND CONCEPTIONS OF THE COUNSELING ROLE. UPON THE SCHOOLS TO WHICH THE TRAINEES RETURNED, THERE WERE SIGNIFICANT, THOUGH NOT GREAT, GAINS IN THE SHARPNESS OF OPINION ABOUT THE COUNSELING ROLE AND CLEAR INCREASES IN THE QUANTITY OF DISCUSSION ABOUT GUIDANCE AND TESTING. (JM)

ED 002 926 24
A STUDY OF LEADERSHIP IN SCHOOL-AGE CHILDREN.
BY- DEHAAN, ROBERT F.
HOPE COLLEGE, HOLLAND, MICH.
REPORT NUMBER CRP-697 PUB DATE 62
EDRS PRICE MF-$0.36 HC-$8.36 209P.

DESCRIPTORS- *CHILD DEVELOPMENT, *CHILDHOOD ATTITUDES, *GROUP BEHAVIOR, *LEADERSHIP, *LEARNING EXPERIENCE, ELEMENTARY SCHOOL STUDENTS, HOLLAND, MICHIGAN, PEER RELATIONSHIP,

THIS STUDY WAS AN ATTEMPT TO REMEDY IN PART THE PRESENT DEFICIENCIES IN EDUCATIONAL PROGRAMS FOR CHILDREN WITH LEADERSHIP POTENTIAL. A SAMPLE OF 45-70 KINDERGARTEN CHILDREN WERE STUDIED IN A TWO-PHASE PROGRAM. THE FIRST 2-YEAR PHASE WAS DEVOTED TO EXPERIMENTING WITH METHODS OF ASSESSING LEADERSHIP BEHAVIOR AND WITH SPECIFIC EXPERIMENTAL IMPROVEMENT METHODS IN THE PRIMARY GRADES. IN THE SECOND 2-YEAR PHASE, ATTEMPTS WERE MADE TO ENCOURAGE LEADERSHIP BEHAVIOR BY THE SYSTEMATIC INTRODUCTION INTO THE CURRICULUM OF LEARNING EXPERIENCES THAT ARE DESIGNED TO INCREASE LEADERSHIP BEHAVIOR. THESE LEARNING EXPERIENCES WERE DRAWN FROM EXPERIMENTS CARRIED ON IN THE FIRST PHASE AND FROM PROCEDURES DESCRIBED IN RESEARCH AND EDUCATIONAL LITERATURE. THE LEARNING OF LEADERSHIP IS NOT AN IMPORTANT FORMALIZED PART OF THE SCHOOL PROGRAM, AT LEAST NOT OF THOSE UTILIZED IN THIS RESEARCH. CHILDREN ARE HARDLY CONSCIOUS OF ITS OCCURRENCE. THEY ARE PREOCCUPIED WITH THE ACADEMIC PROGRAM TO A MUCH GREATER EXTENT THAN THEY ARE WITH LEADERSHIP AS SUCH. THE LEARNING OF LEADERSHIP IS INCIDENTAL TO THE FORMAL LEARNING OF THE REGULAR CURRICULUM. IT WAS FELT TO BE IMPORTANT, HOWEVER, THAT THOSE CHILDREN WHO DO EMERGE AS LEADERS BE TAUGHT THE COMPLEXITIES OF LEADERSHIP. (JL)

ED 002 927 24
IMPROVEMENT OF MOTOR DEVELOPMENT AND PHYSICAL FITNESS IN ELEMENTARY SCHOOL CHILDREN.
BY- GLASSOW, RUTH B. AND OTHERS
WISCONSIN UNIV., MADISON
REPORT NUMBER CRP-698 PUB DATE 61
EDRS PRICE MF-$0.18 HC-$3.72 93P.

DESCRIPTORS- *CHILD DEVELOPMENT, *PHYSICAL EDUCATION, *PHYSICAL FITNESS, *SKILL DEVELOPMENT, AAHPER YOUTH FITNESS MANUAL, EDUCATIONAL FACILITIES, ELEMENTARY SCHOOL STUDENTS, MADISON, MEASUREMENT INSTRUMENTS, WISCONSIN,

CHILDREN IN THE FIRST, THIRD, AND FIFTH GRADES IN A SELECTED ELEMENTARY SCHOOL WERE EXPOSED TO AN EXPERIMENTALLY DEVELOPED PROGRAM OF MOTOR ACTIVITIES AS PART OF A PHYSICAL EDUCATION CURRICULUM DESIGNED TO CHALLENGE A CHILD. PERFORMANCE MEASURES IN THE STANDING BROAD JUMP, THE 30-YARD DASH, THE OVER ARM THROW, THE PULL-UP, AND SHUTTLE RUN WERE TAKEN AT THE BEGINNING OF THE STUDY AND AT THE END OF THE FIRST AND SECOND YEAR. SINCE MEAN COORDINATION MEASURES FROM 6 TO 12 YEARS OF AGE DIFFERED ONLY SLIGHTLY, IMPROVEMENT IN THE MEAN SCORES FOR THE RUN AND JUMP IN THESE YEARS CAN BE ATTRIBUTED IN LARGE DEGREE TO SKELETAL GROWTH, AND THE SLIGHT COORDINATION CHANGES WHICH OCCURRED MAY BE DUE TO PRACTICE RATHER THAN TO AN AGE MATURATION FACTOR. SPECIFIC MUSCLE GROUPS CAN BE STRENGTHENED, BETWEEN 6 AND 12 YEARS, THROUGH PARTICIPATION IN A SCHOOL PHYSICAL EDUCATION PROGRAM AND GAINS ARE GREATER WHEN EFFORTS ARE MADE TO STRESS VIGOROUS ACTIVITY. (JL)

ED 002 928 24
STUDIES OF THE EFFECTS OF SYSTEMATIC VARIATIONS OF CERTAIN CONDITIONS RELATED TO LEARNING. II. CONDITIONS OF PRACTICE.
BY- BLAKE, KATHRYN A. AND OTHERS
GEORGIA UNIV., ATHENS, OFF. OF GENERAL RESEARCH
REPORT NUMBER CRP-695 PUB DATE 61
CLARKE COUNTY SCHOOL DISTRICT, ATHENS, GA.
EDRS PRICE MF-$0.54 HC-$15.00 375P.

DESCRIPTORS- *LEARNING PROCESSES, *READING PROCESSES, *WRITING, ACADEMIC ACHIEVEMENT, CLARKE COUNTY, GEORGIA, MENTALLY HANDICAPPED, STANFORD BINET TEST OF INTELLIGENCE, SUPERIOR STUDENTS, VERBAL COMMUNICATION,

THIS INVESTIGATION STUDIED THE EFFECTS AND INTERACTION OF SELECTED PRACTICE, TASK, AND SUBJECT VARIABLES ON LEARNING PERFORMANCE. SUBJECTS SELECTED WERE RETARDED, NORMAL, AND SUPERIOR CAUCASIAN PUPILS. EACH WAS ADMINISTERED EIGHT TASKS FORMED BY COMBINING THE TASK MEANINGFULNESS AND RECITATION TYPE VARIANTS. THESE TASKS WERE ADMINISTERED IN CONJUNCTION WITH SIX COMBINATIONS OF MATERIAL AND PRACTICE DISTRIBUTION VARIANTS. THE SPECIFIC COMBINATIONS OF VARIANTS ADMINISTERED TO SUBJECTS AS THEY PERFORMED TASKS WERE DETERMINED BY PARTICULAR BASE CELL GROUPS. IN TURN, COMBINATION OF VARIANTS ADMINISTERED SUBJECTS IN A BASE CELL GROUP WAS CHANGED FROM TASK TO TASK. TWO PRACTICE VARIABLES, RECITATION TYPE AND AMOUNT OF MATERIAL, EACH AFFECTED LEARNING PERFORMANCE, WHILE THE THIRD, PRACTICE DISTRIBUTION, DID NOT. THE TASK VARIABLE, MEANINGFULNESS OF MATERIAL, DID NOT AFFECT LEARNING PERFORMANCE. AMONG THE SUBJECT VARIABLES, MENTAL AGE AFFECTED LEARNING PERFORMANCE, WHILE CHRONOLOGICAL AGE, INTELLIGENCE LEVEL, AND SEX DID NOT. GENERALLY, NO INTERACTIONS OCCURRED. DIFFERENCES WERE PRESENT BETWEEN GROUPS FORMED BY THE SEVERAL COMBINATIONS OF THE PRACTICE, TASK, AND SUBJECT VARIABLES. HOWEVER, THERE WAS NO EVIDENCE THAT THESE DIFFERENCES WERE CONSISTENTLY AND SYSTEMATICALLY HETEROGENOUS. (JL)

ED 002 929 24
LEISURE-TIME ACTIVITY-INTERESTS OF TEENAGE YOUTH IN THE WASHINGTON METROPOLITAN AREA.
BY- HOFFSOMMER, HAROLD AND OTHERS
MARYLAND UNIV., COLLEGE PARK

REPORT NUMBER CRP-748-PART 1
EDRS PRICE MF-$0.27 HC-$5.40 135P.

DESCRIPTORS- *DATING (SOCIAL), *LEISURE TIME, *PHYSICAL ACTIVITIES, *RECREATIONAL ACTIVITIES, *TEENAGERS, ATHLETICS, DISTRICT OF COLUMBIA, HOBBIES, QUESTIONNAIRES, RECREATIONAL FACILITIES, SOCIOECONOMIC STATUS,

THE LEISURE ACTIVITIES OF YOUTH WERE INVENTORIED IN AN EFFORT TO DETERMINE HOW GOALS AND VALUES WERE FORMED AND CHOICES MADE REGARDING LEISURE ACTIVITIES. THE OBJECTIVES WERE TO ASSEMBLE DATA CONCERNING LEISURE ACTIVITIES OF YOUTH AND TO ASCERTAIN ACTIVITIES AND INTERESTS. A BRIEF QUESTIONNAIRE ON LEISURE ACTIVITIES WAS ADMINISTERED TO NEARLY ALL STUDENTS IN GRADES 8 THROUGH 12. EACH YOUTH WAS ASKED TO FILL OUT A ONE-PAGE DATA SHEET CALLING FOR INFORMATION ON AREA RESIDENCE, AGE, SEX, GRADE LEVEL, CULTURAL LEVEL OF PARENTS, EDUCATION PLANS, USE OF CAR, SPENDING MONEY AVAILABLE PER WEEK, SOCIAL PARTICIPATION, AND SCHOOL STANDING. FROM THESE DATA, BASIC TABULATIONS WERE MADE FOR ABOUT 27 TYPES OF AREAS BASED UPON SOCIOECONOMIC STATUS, DEGREE OF URBANIZATION, AND ADEQUACY OF LEISURE-TIME FACILITIES. THE FINDINGS WERE VALIDATED BY A POST-STUDY INTERVIEW OF 300 OF THE YOUTHS. THE DESCRIPTIVE ANALYSIS OF RECREATIONAL ACTIVITY-INTERESTS IN TEENAGERS HAS INDICATED THAT SEX, AGE, PLACE OF RESIDENCE, SOCIOECONOMIC STATUS, AND RESIDENTIAL DENSITY ALL CONTRIBUTE TO THE VARIATION IN THE RELATIVE FREQUENCY OF A TYPOLOGY OF YOUTH. NO EVALUATIONS OF ANY TYPE OF YOUTH--OUTDOOR, INTELLECTUAL, PASSIVE, DATING, OR ALTRUISTIC--ACCORDING TO DESIRABILITY HAVE BEEN MADE, NOR DOES THE AUTHOR INTEND THAT ANY SUCH EVALUATION BE INFERRED AT THIS STAGE OF THE RESEARCH. BASIC TABLES FOR THIS STUDY ARE IN PART 2, ED 002 930. (JL)

ED 002 930 24

BASIC TABLES FOR THE STUDY OF LEISURE-TIME ACTIVITY TYPES IN SEVENTY-THREE THOUSAND TEENAGE YOUTH IN THE WASHINGTON METROPOLITAN REGION AND IN FLINT, MICHIGAN.
BY- HOFFSOMMER, HAROLD AND OTHERS
MARYLAND UNIV., COLLEGE PARK
REPORT NUMBER CRP-748-PART 2
EDRS PRICE MF-$0.45 HC-$11.44 286P.

DESCRIPTORS- *DATING (SOCIAL), *LEISURE TIME, *PHYSICAL ACTIVITIES, *RECREATIONAL ACTIVITIES, *TEENAGERS, ATHLETICS, DISTRICT OF COLUMBIA, HOBBIES, QUESTIONNAIRES, RECREATIONAL FACILITIES, SOCIOECONOMIC STATUS, TABLES (DATA),

THIS IS PART 2 OF A PROJECT WHICH STUDIED LEISURE-TIME ACTIVITY-INTERESTS OF HIGH SCHOOL STUDENTS. (PART 1 IS ED 002 929.) THE MAIN INTEREST OF THE STUDY WAS TO PRODUCE SCIENTIFIC DATA AND PARTICULARLY SUCH DATA AS MAY BE OF SERVICE TO SCHOOLS, PLANNERS, THOSE INTERESTED IN LEISURE-TIME ACTIVITIES, AND SOCIAL WORKERS. THESE TABLES REPORT IN PERCENTAGE FORM INCIDENCES OF A FULL SPECTRUM OF RECREATIONAL ACTIVITIES GARNERED FROM A PRETEST OF 8,000 CASES STUDIED THROUGH THE USE OF MATRICES OF 40,000 TETRACHLORIC CORRELATIONS AND THE ANALYSIS OF WRITE-INS TO OPEN-ENDED QUESTIONS. EACH ACTIVITY USED WAS MENTIONED AT LEAST ONCE IN THESE PRETEST CASES. FOR THE FIRST 77 ACTIVITIES A REPORT WAS MADE OF THE PERCENTAGE ENGAGING IN THE ACTIVITY A SPECIFIED NUMBER OF TIMES. BELOW THIS WAS REPORTED THE PERCENT "WANTING TO" DO THE ACTIVITY "IF NOTHING PREVENTED YOU." THE THIRD LINE REPORTED A "LIKE-DO-RATIO" INTENDED TO MEASURE THE DEGREE OF APPETITION FOR AN ACTIVITY. RATIOS ABOVE 1.00 INDICATED AN APPETITION FOR AN ACTIVITY, RATIOS BELOW INDICATED A "DIS-APPETITION." THE SYMBOL "D" IN THE LIKE-DO RATIO ROW MEANS THAT THE PERCENT OF PERSONS DOING THE ACTIVITY AND THE PERCENT OF PERSONS WANTING TO DO THE ACTIVITY MORE OFTEN WERE BOTH ZERO. THE SYMBOL "A" IN THE LIKE-DO RATIO ROW SIGNIFIED APPETITION FOR AN ACTIVITY IN WHICH THE PERCENT OF PERSONS INDICATED THAT THE ACTIVITY WAS DONE IS ZERO. RATIOS ABOVE 1.00 SIGNIFIED APPETITE FOR AN ACTIVITY--"TO DO IT MORE OFTEN OR TO TRY IT OUT." (JL)

ED 002 931 24

A STUDY OF SCHOOL CLASSROOM BEHAVIOR FROM DIVERSE EVALUATIVE FRAMEWORKS--DEVELOPMENTAL, MENTAL HEALTH, SUBSTANTIVE LEARNING, AND GROUP PROCESS.
BY- MORSE, WILLIAM C. AND OTHERS
MICHIGAN UNIV., ANN ARBOR, SCH. OF EDUCATION
REPORT NUMBER CRP-753 PUB DATE 1 NOV 61
CONTRACT OEC-SAE-8414
EDRS PRICE MF-$0.18 HC-$4.96 124P.

DESCRIPTORS- *BEHAVIOR PATTERNS, *CLASSROOM ENVIRONMENT, *GROUP DYNAMICS, *LEARNING PROCESSES, ANN ARBOR, MENTAL HEALTH, MICHIGAN, STUDENT REACTION, TEACHER RESPONSE,

THE OBJECTIVE WAS TO DETERMINE HOW A PARTICULAR CLASSROOM BEHAVIOR WOULD APPEAR WHEN IT WAS VIEWED FROM FOUR EVALUATIVE FRAMEWORKS--DEVELOPMENTAL, MENTAL HEALTH, SUBSTANTIVE LEARNING, AND GROUP PROCESS. THE FIRST STAGE WAS DEVOTED TO THE DEVELOPMENT OF FOUR SCHEDULES FOR USE IN SIMULTANEOUS OBSERVATION OF THE SAME SAMPLE OF CLASSROOM BEHAVIOR. IN STAGE TWO, REPRESENTATIVES FROM EDUCATION, PSYCHIATRY, PSYCHOLOGY, AND SOCIOLOGY MET TO CLARIFY THE POSITIONS TO BE STUDIED. IN THE THIRD STAGE, GRADUATE STUDENTS WERE TRAINED IN OBSERVATIONAL TECHNIQUES AND COLLECTED OBSERVATIONAL DATA IN ELEMENTARY AND SECONDARY SCHOOL CLASSROOMS. DURING STAGE FOUR AN ANALYSIS OF THESE DATA WAS MADE AND THE OBSERVATIONAL SCHEDULES WERE REWORKED FOR UTILIZATION IN STAGE FIVE, WHICH WAS A DUPLICATION OF STAGE THREE. THE FINAL STAGE CONSISTED OF AN ANALYSIS OF THE NEW DATA AND PREPARATION OF THE FINAL REPORT. THE FIRST PUPIL QUESTIONNAIRES WERE ENCOURAGING IN MANY WAYS. IT WAS OF SOME SURPRISE THAT INDEXES COULD SPAN THE GRADE LEVELS ATTEMPTED IN THIS STUDY AS WELL AS THEY APPEAR TO HAVE DONE. THE DETAILED STATISTICAL ANALYSIS OF THE PUPIL RESPONSES WAS SUCH AN EXTENSIVE MATTER THAT IT WAS REFERRED TO AS AN AREA UNDER INDEPENDENT STUDY. OVERALL, WITH THE EXCEPTION OF THE DEVELOPMENTAL STAGE WHICH WAS MORE DIFFICULT TO INSTRUMENT, IT APPEARS THAT THESE EVALUATIVE FRAMEWORKS ARE IMPORTANT ONES AND ONES ON WHICH USEFUL PUPIL DATA CAN BE OBTAINED. (JL)

ED 002 932 24

A STUDY OF VALUES AS DETERMINANTS OF EDUCATIONAL-VOCATIONAL CHOICES IN HAWAII.
BY- DOLE, ARTHUR A. AND OTHERS
HAWAII UNIV., HONOLULU, PSYCHOLOGICAL RES. CTR.
REPORT NUMBER CRP-757 PUB DATE NOV 61
EDRS PRICE MF-$0.36 HC-$8.88 222P. HAWAII. RESEARCH STUDIES IN HAWAIIAN EDUCATION NO. 7

DESCRIPTORS- #CURRICULUM ENRICHMENT, #EDUCATIONAL OBJECTIVES, #VALUES, #VOCATIONAL INTERESTS, ADULT EDUCATION, HAWAII, HONOLULU, PUBLIC SCHOOLS, QUESTIONNAIRES, UNIVERSITIES,

THIS STUDY INVESTIGATED THE ROLE OF VALUES IN THE SELECTION OF AN EDUCATIONAL PROGRAM BY PUBLIC SCHOOL AND UNIVERSITY STUDENTS. A QUESTIONNAIRE WAS ADMINISTERED TO A SAMPLE OF 25 PERCENT OF ALL SIXTH-GRADE STUDENTS, 75 PERCENT OF THE STUDENTS IN GRADES 9 AND 12, AND 75 PERCENT OF THOSE ENROLLED IN ADULT EDUCATION CLASSES IN THE PUBLIC SCHOOLS. ALSO, FRESHMEN AND SENIORS AT LAND-GRANT UNIVERSITIES WERE INCLUDED IN THE SAMPLE. DATA WERE COLLECTED ON EACH STUDENT'S BACKGROUND, PERSONAL CHARACTERISTICS, AND RESPONSES TO THREE CHECKLIST QUESTIONS CONCERNING VALUES, EXTERNAL INFLUENCES, AND INTERESTS WHICH HELPED TO DETERMINE EDUCATIONAL AND POST-EDUCATIONAL CHOICES. THE PRESENT STUDY SUGGESTS THE IMPORTANCE OF PROVIDING SPECIFICALLY FOR THE UNCERTAIN STUDENT AT ALL LEVELS IN DESIGNING CURRICULUMS, PROGRAMS, AND COLLEGES. PERHAPS SO-CALLED EXPLORATORY PROGRAMS ARE THE ANSWER, PROVIDING FOR RELATIVELY EASY TRANSITION TO PROGRAMS WITH NECESSARILY RIGID SEQUENCES. ARRANGEMENTS FOR RAPID RETREADING MIGHT BE DESIRABLE FOR THE SOPHOMORE WHO WANTS TO TRANSFER FROM ENGLISH TO CIVIL ENGINEERING OR FOR THE HIGH SCHOOL SENIOR WHO SHIFTS HIS OBJECTIVES FROM APPRENTICESHIP TO COLLEGE. UNFORTUNATELY, THE APPARENT DESIRABILITY OF EDUCATIONAL REVERSIBILITY SEEMS TO BE COUNTERBALANCED BY AN INCREASING RIGIDITY IN ENTRANCE REQUIREMENTS. IT WAS CONCLUDED THAT A MORE TIGHTLY CONSTRUCTED THEORY WOULD BE HIGHLY DESIRABLE IN CONTROLLING AND UNDERSTANDING EDUCATIONAL CHOICE AND IN CONTRIBUTING TO KNOWLEDGE OF THE GENERAL PRINCIPLES OF DECISION MAKING. (JL)

ED 002 933 24
STUDENT-TEACHER INTERACTION AS A DETERMINER OF EFFECTIVE TEACHING.
BY- LEWIS, EDWIN C.
IOWA STATE UNIV. OF SCIENCE AND TECH., AMES
REPORT NUMBER CRP-763 PUB DATE 60
CONTRACT OEC-SAE-8415
EDRS PRICE MF-$0.09 HC-$2.24 56P.

DESCRIPTORS- #EFFECTIVE TEACHING, #STUDENT TEACHER RELATIONSHIP, #TEACHER CHARACTERISTICS, AMES, COLLEGE STUDENTS, GUILFORD ZIMMERMAN TEMPERAMENT SURVEY, IOWA, PERSONALITY PROBLEMS, STUDENT REACTION,

THIS STUDY TESTED THE HYPOTHESIS THAT THE EFFECTIVENESS OF A GIVEN TEACHER VARIES FROM ONE STUDENT TO ANOTHER AND THAT THIS DIFFERENCE IN EFFECTIVENESS IS A RESULT OF THE INTERACTION OF THE PERSONALITY PATTERNS OF THE STUDENT AND TEACHER. STUDENTS MAJORING IN MECHANICAL ENGINEERING, ANIMAL HUSBANDRY, AND HOME ECONOMICS WERE THE SUBJECTS. PERSONS FROM THE FIRST TWO AREAS WERE MALES AND ALL FROM THE LAST WERE FEMALES. EACH MEMBER OF THE SAMPLE WAS GIVEN A SURVEY AND A 100-ITEM BIOGRAPHICAL INVENTORY TO COMPLETE. THERE WAS SOME EVIDENCE OF THE EXISTENCE OF RELATIONSHIPS BETWEEN SELECTION RATIO AND PERSONALITY DIMENSIONS, BUT THE RESULTS WERE NOT CONSISTENT. IN THE MECHANICAL ENGINEERING SAMPLE, THE EMOTIONAL STABILITY SCALE DIFFERENTIATED ALONG THIS LINE AS EVIDENCED BOTH BY CORRELATIONS AND BY T-TESTS. NO SIGNIFICANT DIFFERENCES OTHER THAN CHANCE WERE FOUND FOR ANIMAL HUSBANDRY OR HOME ECONOMICS. THE USEFULNESS OF THE BIOGRAPHICAL INVENTORY IS QUESTIONABLE. IT WAS NOT HELPFUL IN THIS STUDY, SINCE IN THE INSTANCES IN WHICH SIGNIFICANT DIFFERENCES WERE FOUND THEY WERE NO MORE FREQUENT THAN WOULD HAVE BEEN EXPECTED BY CHANCE. IN ADDITION, THESE DIFFERENCES DID NOT MAKE SENSE, WHICH WAS FURTHER EVIDENCE THAT THEY WERE PROBABLY DUE TO CHANCE FACTORS. PERHAPS FURTHER WORK IS NEEDED IN REFINING AND ORGANIZING BIOGRAPHICAL INVENTORIES OF VARIOUS KINDS BEFORE THEY ARE APPLIED TO SUCH RESEARCH STUDIES AS THIS. (JL)

ED 002 934 24
DEVELOPMENT OF AUDITORY PERCEPTION OF MUSICAL SOUNDS BY CHILDREN IN THE FIRST SIX GRADES.
BY- PETZOLD, ROBERT G.
WISCONSIN UNIV., MADISON
REPORT NUMBER CRP-766 PUB DATE 30 JUN 60
CONTRACT OEC-SAE-8411
EDRS PRICE MF-$0.18 HC-$5.12 128P.

DESCRIPTORS- #AUDITORY PERCEPTION, #ELEMENTARY SCHOOL STUDENTS, #MUSIC ACTIVITIES, #MUSIC EDUCATION, GROWTH PATTERNS, MADISON, RATE OF LEARNING SCORE, READING READINESS, WISCONSIN,

THE AUDITORY PERCEPTION OF MUSICAL SOUNDS BY A SAMPLE OF 600 CHILDREN IN THE FIRST 6 GRADES WAS STUDIED. THREE TESTS WERE CONSTRUCTED FOR THIS STUDY. THEIR CONTENT WAS BASED UPON AN EXTENSIVE ANALYSIS OF TONAL AND RHYTHMIC CONFIGURATIONS FOUND IN THE SONGS CHILDREN SING. THE 45-ITEM AND ONE OF THE 20-ITEM TESTS WERE DESIGNED TO COLLECT DATA REGARDING THE AUDITORY PERCEPTION OF COMMON TONAL CONFIGURATIONS. FOR EACH OF THESE TESTS, THE SUBJECT HEARD AN AURAL PRESENTATION OF THE TONAL CONFIGURATION AND THEN WAS ASKED TO SING AN IMMEDIATE RESPONSE TO THE STIMULUS. THE ACCURACY OF THIS RESPONSE WAS THEN INTERPRETED AS A MEASURE NOT ONLY OF VOCAL CONTROL, BUT OF THE LEVEL AT WHICH AUDITORY PERCEPTION FUNCTIONED. IT WAS FOUND THAT AURAL UNDERSTANDING, WHICH IS A REFLECTION OF ACCURATE AUDITORY PERCEPTION, RESULTS FROM THINKING AND NOT FROM MECHANICAL IMITATION. JUDGMENTS WERE MADE INDEPENDENTLY BY THE CHILD AND BASED UPON HIS UNDERSTANDING OF BASIC MUSICAL CONCEPTS AND NOT JUDGMENTS MADE FOR THE CHILD BY SOMEONE ELSE. MUSIC EDUCATORS NEED TO EXAMINE THE CONTENT OF THE MUSIC PROGRAM NOT ONLY WITH REFERENCE TO THE KINDS OF ATTITUDES THIS PROGRAM SEEKS TO DEVELOP, BUT ALSO IN TERMS OF THE KINDS OF MUSICAL SKILLS AND COMPETENCIES WHICH GIVE MEANING AND PURPOSE TO SUCH A PROGRAM. (JL)

ED 002 935 24
THE USE OF MATHEMATICAL PROGRAMING TO SOLVE CERTAIN PROBLEMS IN PUBLIC SCHOOL TRANSPORTATION.
BY- BOYER, ROSCOE A.
MISSISSIPPI UNIV., UNIVERSITY, BUR. OF EDUC. RES.
REPORT NUMBER CRP-783 PUB DATE 61
CONTRACT OEC-SAE-8576
EDRS PRICE MF-$0.18 HC-$3.08 77P.

DESCRIPTORS- #BUS TRANSPORTATION, #MATHEMATICAL APPLICATIONS, #PROGRAMING, #RURAL SCHOOL SYSTEMS, #URBAN SCHOOLS, ALGORITHMS, MATHEMATICAL MODELS, MISSISSIPPI, UNIVERSITY,

A PROGRAM THAT WOULD DEVISE OPTIMAL ROUTES FOR SCHOOL

BUSES WAS DEVELOPED. ONE OF THE TWO MODELS DEVELOPED FOR THIS STUDY, CALLED THE HEURISTIC MODEL, WAS A HAND PROCEDURE BASED ON THE ASSUMPTION THAT, IN AN EFFICIENT SCHOOL BUS SYSTEM, STUDENT MILES SHOULD BE MINIMIZED RATHER THAN BUS MILES. THE OTHER MODEL WAS DESIGNED TO BE USED WITH HIGH SPEED COMPUTERS AND IS CALLED THE COMBINATORIAL ALGORITHM. GIVEN A MAP OF A TYPICAL SCHOOL DISTRICT, SIX EXPERIENCED SCHOOL OFFICERS WERE ASKED TO DESIGN SCHOOL BUS ROUTES ACCORDING TO THEIR USUAL PRACTICE. ALSO, A CLASS OF GRADUATE STUDENTS DESIGNED ROUTES FOR A MINIATURE SCHOOL DISTRICT. THE HEURISTIC MODEL YIELDED ROUTES WHOSE BUS MILES WERE COMPARABLE WITH THOSE ROUTES DESIGNED BY EXPERIENCED DESIGNERS. A NOTICEABLY SMALLER NUMBER OF STUDENT MILES WAS OBTAINED BY THE USE OF THE HEURISTIC MODEL. THEREFORE, IT MAY OFFER A RAPID MEANS OF OBTAINING A REASONABLY GOOD ROUTING SYSTEM. THE COMBINATORIAL ALGORITHM WAS SHOWN TO PROVIDE A BETTER SOLUTION THAN EITHER THE HEURISTIC MODEL OR THE GRADUATE STUDENT DESIGN. THE PROGRAM SUGGESTED IN THIS REPORT FIRST GENERATES SCHOOL BUS ROUTES BY CONSIDERING ONLY THE NUMBER OF CHILDREN (LOAD) AND THEN COMPUTING BUS AND STUDENT MILES FOR EVALUATIVE PURPOSES. IT WAS RECOMMENDED THAT AN ATTEMPT BE MADE TO DETERMINE THE FEASIBILITY OF A PROGRAM THAT WOULD CONSIDER NUMBER OF STUDENTS AND DISTANCES CONCURRENTLY. (JL)

ED 002 936 24

WHY SUCCESSFUL STUDENTS OF THE NATURAL SCIENCES ABANDON CAREERS IN SCIENCE.
BY- NORDSTROM, CARL FRIEDENBERG, EDGAR Z.
CITY UNIV. OF NEW YORK, BROOKLYN COLL.
REPORT NUMBER CRP-787 PUB DATE JUN 61
EDRS PRICE MF-$0.18 HC-$4.24 106P.

DESCRIPTORS- *CAREER PLANNING, *CHANGING ATTITUDES, *NATURAL SCIENCES, *OCCUPATIONAL CHOICE, *SCIENCE CAREERS, BROOKLYN, NEW YORK,

THIS STUDY INVESTIGATED EXPERIENCES, PERCEPTIONS, AND EXPECTATIONS OF SCIENTISTS WHO ABANDON SCIENCE CAREERS. A CARD SORT WAS GIVEN TO 45 COLLEGE SENIORS AND RECENT GRADUATES WHO HAD CHANGED THEIR FIELD OF SPECIALIZATION FROM ONE TO THE NATURAL SCIENCES TO THE HUMANITIES OR SOCIAL SCIENCES. THE SUBJECTS SORTED THE CARDS ACCORDING TO CONVENTIONAL FORCED-CHOICE DIRECTIONS INTO A SYMMETRICAL 1-3-7-10-7-3-1 DISTRIBUTION, RANGING FROM THE CARD BEARING THE ONE BEST PIECE OF ADVICE TO THAT BEARING THE MOST MISLEADING PIECE OF ADVICE. FOLLOWING THE CARD-SORT, EACH SUBJECT WAS ASKED TO DISCUSS THE REASONS FOR SELECTING EACH OF THE FOUR CARDS HE HAD PLACED IN THE POSITIVE END AND IN THE NEGATIVE END OF HIS DISTRIBUTION. IT WAS FOUND THAT MOST OF THE STUDENTS WHO LEFT THE SCIENCES FOR OTHER DISCIPLINES WERE CONCERNED WITH PERSONAL SELF-INTEGRATION AND THE MAINTENANCE OF A HEALTHY SPIRIT OF INQUIRY, LEAVING ONLY A SMALL NUMBER OF SCIENCE MAJORS WHO HAD CONCERNS SIMILAR TO THE SIGNIFICANT GROUP OF THOSE WHO HAD LEFT. FURTHER STUDY IS RECOMMENDED TO FIND WAYS IN WHICH POTENTIALLY CREATIVE SCIENTISTS WOULD BE SALVAGED. (JL)

ED 002 937 24

DEVELOPMENT AND ANALYSIS OF EXPERIMENTAL DESIGNS FOR RATINGS.
BY- STANLEY, JULIAN C. WILEY, DAVID E.
WISCONSIN UNIV., MADISON
REPORT NUMBER CRP-781 PUB DATE JUN 62
EDRS PRICE MF-$0.18 HC-$2.64 66P.

DESCRIPTORS- *MATHEMATICAL APPLICATIONS, *PSYCHOMETRICS, *RATING SCALES, *STATISTICAL ANALYSIS, *TEACHER EVALUATION, DESIGN, EXPERIMENTAL PROGRAMS, FACTOR ANALYSIS, INTERPERSONAL PROBLEMS, MADISON, MEASUREMENT INSTRUMENTS, PERFORMANCE FACTORS, WISCONSIN,

EXPERIMENTAL PROCEDURES FOR RATING PERSONNEL WERE INVESTIGATED AS USED IN RESEARCH GENERALLY AND FOR USE IN THE EVALUATION OF TEACHERS. HISTORICAL PROBLEMS AND DEVELOPMENTS IN RATING TECHNIQUES WERE PRESENTED AND COMPARED WITH RANKING TECHNIQUES. STATISTICAL TECHNIQUES FOR ANALYSIS OF RATINGS WERE DETAILED AND RELATED TO VARIOUS TYPES OF RATING ERRORS. A MATHEMATICAL AND STATISTICAL APPARATUS USING A TWO-DIMENSIONAL ARRAY WAS DEPICTED TO ESTIMATE AND ISOLATE RATER BIASES, USING A TECHNIQUE WHICH INTERRELATED THE CONCEPTS OF AVERAGE INTERCORRELATION AND HYPOTHESIS TESTING VIA THE ANALYSIS OF VARIANCE PARTITIONING OF SOURCES OF VARIATION. THEOREMS WERE DEVELOPED EXTENDING THOSE CONCEPTS TO A N-DIMENSIONAL THEORY. THESE THEOREMS WERE APPLIED TO A FOUR-DIMENSIONAL CASE AND COMPLETE FORMULAS WERE SHOWN FOR CALCULATION OF AVERAGE VARIANCES AND COVARIANCES. FORMULAS FOR A PARTIAL NUMBER OF THESE VARIANCES AND COVARIANCES WERE ALSO GIVEN FOR A FIVE-DIMENSIONAL CASE. THE PROBLEMS INVOLVED IN RATING TEACHERS WERE DISCUSSED WITH PARTICULAR ATTENTION TO THE UNIQUE ASPECTS OF RATING TECHNIQUES. A STATISTICAL MODEL FOR TEACHER-RATING SCHEMES WAS DETAILED AND RELATED TO MODELS FORMULATED FOR OTHER APPLICATIONS. (JM)

ED 002 938 24

EFFECTS OF MOTIVATIONAL FACTORS ON PERCEPTUAL-COGNITIVE EFFICIENCY OF CHILDREN WHO VARY IN INTELLECTUAL LEVEL.
BY- SHOCK, CHARLES D. AND OTHERS
PURDUE UNIV., LAFAYETTE, IND.
REPORT NUMBER CRP-790 PUB DATE 61
EDRS PRICE MF-$0.27 HC-$6.56 164P.

DESCRIPTORS- *CHILD DEVELOPMENT, *CONCEPT FORMATION, *INTELLIGENCE LEVEL, *LEARNING MOTIVATION, *PERCEPTION, ELEMENTARY SCHOOLS, HIGH ACHIEVERS, INDIANA, LAFAYETTE, SLOW LEARNERS, TEST OF EDUCATIONAL ABILITY, WECHSLER INTELLIGENCE SCALE,

THIS STUDY WAS DESIGNED TO INVESTIGATE THE EFFECT OF INCENTIVE MOTIVATIONAL CONDITIONS ON SELECTED ASPECTS OF PERCEPTION AND CONCEPT TRANSFER PERFORMANCE OF SLOW LEARNING, AVERAGE, AND BRIGHT CHILDREN. THE TOTAL POPULATION OF THE FOURTH-GRADE CHILDREN IN A PUBLIC ELEMENTARY SCHOOL SYSTEM WAS ADMINISTERED THE TEST OF EDUCATIONAL ABILITY. CHILDREN WHO SCORED WITHIN THE THREE PRESELECTED RANGES OF INTELLIGENCE LEVEL WERE ADMINISTERED THE WECHSLER INTELLIGENCE SCALE FOR CHILDREN. THE SCORES ON THE TWO TESTS WERE USED TO SELECT THREE GROUPS OF SUBJECTS REPRESENTING LOW, MEDIUM, AND HIGH INTELLIGENCE GROUPS. EACH OF THESE GROUPS WAS FURTHER SUBDIVIDED BY RANDOMLY ASSIGNING ONE-HALF OF THE SUBJECTS TO THE TWO PERCEPTUAL STUDIES AND THE REMAINING SUBJECTS TO THE CONCEPT TRANSFER EXPERIMENTS. THE RESULTS OF THE EXPERIMENTS LENT GENERAL SUPPORT TO THE HYPOTHESIS THAT INCENTIVE MOTIVATION REDUCES THE RANGE AND VARIETY OF STIMULI TO WHICH AN INDIVIDUAL RESPONDS. FURTHER, THE FACILITATIVE EFFECTS OF INCENTIVES OF THE PERCEPTUAL AND

CONCEPT TRANSFER TASKS SUGGESTED A "NARROWING OF ATTENTION" UNDER THESE CONDITIONS SUCH THAT IN INCREASED PROPORTION OF RELEVANT TASK CUES ARE ASSIMILATED. (JL)

ED 002 939 24

AN ANALYSIS OF LABORATORY AND CLASSROOM GROUP FUNCTIONING.
BY- HUDGINS, BRYCE B. SMITH, LOUIS M.
WASHINGTON UNIV., ST.LOUIS, MO.,GRAD.INST.OF EDUC.
REPORT NUMBER CRP-798
CONTRACT OEC-798
EDRS PRICE MF-$0.27 HC-$6.52 163P.

DESCRIPTORS- *CLASSROOM RESEARCH, *GROUP ACTIVITIES, *GROUP BEHAVIOR, *INTEGRATED ACTIVITIES, *LABORATORY EXPERIMENTS, ABILITY GROUPING, ARITHMETIC, EFFECTIVE TEACHING, MISSOURI, PERFORMANCE FACTORS, PROBLEM SOLVING, PSYCHOEDUCATIONAL PROCESSES, SAINT LOUIS, SOCIAL STUDIES, SOCIOECONOMIC STATUS, STUDENT CHARACTERISTICS, TASK PERFORMANCE, TEACHER CHARACTERISTICS,

GROUP FUNCTIONING AND ACTIVITIES WERE STUDIED IN TWO CONTEXTS, THE LABORATORY AND THE REGULAR SCHOOL CLASSROOM. THE LABORATORY STUDY INVOLVED SMALL GROUP PROBLEM-SOLVING IN ARITHMETIC AND IN SOCIAL STUDIES. STUDIES CONSISTED OF GROUP PERFORMANCE, THE RELATIONSHIP OF THE HIGH ABILITY STUDENTS TO GROUP PERFORMANCE, THE RELATIVE IMPORTANCE OF GROUP-PERCEIVED STATUS OF THE HIGH ABILITY MEMBER, THE STATUS IMPROVEMENT OF AN ORIGINALLY UNRECOGNIZED HIGH ABILITY MEMBER, SATISFACTION OR EFFICIENCY OF GROUP ACTIVITY, THE RELATIONSHIP OF INDIVIDUAL NEEDS AND ROLES TO GROUP EFFECTIVENESS, AND THE RELATIVE IMPORTANCE OF SOCIOECONOMIC STATUS TO GROUP EFFECTIVENESS. THE CLASSROOM STUDY WAS DESCRIBED AS AN EX POST FACTO EXPERIMENT, THAT IS, THE EXPERIMENTER ARRIVED ON THE SCENE AFTER CONDITIONS HAD TAKEN PLACE AND EFFECTS HAD OCCURRED, PROCEEDING FROM EFFECT TO CAUSE. MEASURES FOR SUCH INDEPENDENT VARIABLES AS TEACHER LEADER BEHAVIOR, TEACHER INFLUENCED AND ATTRIBUTED POWER, STUDENT ABILITY AND NEEDS FOR ACHIEVEMENT, AND STUDENT AFFILIATION AND POWER WERE ENTERED INTO MULTIPLE CORRELATION ANALYSES TO DETERMINE THE OVERALL PREDICTION OF THE DEPENDENT VARIABLES (EFFICIENCY AND EFFECTIVENESS) FROM THE INDEPENDENTS. THESE TWO PROJECTS WERE FUSED INTO ONE PROGRAM BECAUSE OF SIMILARITIES OF VARIABLES UNDER INVESTIGATION. THE RESULTS OF BOTH WERE CONCEPTUALIZED INTO FUNCTIONAL RESEARCH DIMENSIONS. (JH)

ED 002 940 24

AN EXPLORATORY INVESTIGATION INTO THE MEASUREMENT OF CURIOSITY IN ELEMENTARY SCHOOL CHILDREN.
BY- MAW, WALLACE H. MAW, ETHEL W.
DELAWARE UNIV., NEWARK
REPORT NUMBER CRP-801 PUB DATE 64
BRYN MAWR COLL., PA.
CONTRACT OEC-SAE-8519
EDRS PRICE MF-$0.45 HC-$12.96 324P.

DESCRIPTORS- *CURIOSITY, *ELEMENTARY SCHOOL STUDENTS, *MEASUREMENT INSTRUMENTS, *PERSONALITY, *TESTING, BRYN MAWR, DELAWARE, GRADE 5, GROUP BEHAVIOR, INDIVIDUAL CHARACTERISTICS, NEW CASTLE COUNTY, NEWARK, PENNSYLVANIA,

THE POSSIBILITY OF DEVELOPING A NUMBER OF PAPER AND PENCIL TEST INSTRUMENTS AND TECHNIQUES WAS EXPLORED FOR YIELDING RELIABLE MEASURES OF CURIOSITY AMONG ELEMENTARY SCHOOL CHILDREN. INVESTIGATIONS WERE CONDUCTED IN APPROXIMATELY 40 FIFTH-GRADE CLASSROOMS AND CARRIED OUT IN 2 PHASES--A PREPARATION PHASE AND A TESTING PHASE. IT WAS FIRST NECESSARY TO IDENTIFY GROUPS OF CHILDREN POSSESSING DIFFERENT AMOUNTS OF CURIOSITY, AND TO DO THIS, CURIOSITY ITSELF, AS IT PERTAINED TO SCHOOL CHILDREN, HAD TO BE DEFINED. A MAJOR STUDY TESTED A FINAL BATTERY OF 11 ITEMS DESCRIBED AS FOLLOWS--(1) PICTURE-AND-STORY-SATISFACTION, (2) PREFERRED-BEHAVIOR, (3) HIDDEN-PICTURE, (4) BREADTH-OF-INFORMATION, (5) MEMORY-FOR INCOMPLETE-STORY, (6) PREFERENCE-FOR-THE-UNBALANCED-AND/OR-UNFAMILIAR, (7) WHICH-SAYING-DO-YOU-BELIEVE, (8) RIDDLE-PATH-PUZZLE, (9) CODE-TEST, (10) FOOLISH-SAYINGS-TEST, AND (11) MAZE-TEST. THESE ITEMS WERE THEN TESTED FOR RELIABILITY IN MEASURING CURIOSITY. NO SINGLE ITEM OR ANY COMBINATION THEREOF WAS SUCCESSFUL IN IDENTIFYING WITH A HIGH DEGREE OF ACCURACY CURIOSITY IN ANY GIVEN CHILD. WITH RESPECT TO THE SELECTION OF GROUPS OF CHILDREN WITH HIGH CURIOSITY, HOWEVER, THE TESTS WERE MUCH MORE SUCCESSFUL, PARTICULARLY THOSE WHICH PROVIDED DISTURBANCES AND NOVELTY FACTORS AND WHICH MEASURED BREADTH-OF-KNOWLEDGE AND PERSISTENCE. PERHAPS THE GREATEST CONTRIBUTION OF THIS PROJECT WAS THAT IT PROVIDED DATA FOR STIMULATING A NUMBER OF BROADER STUDIES IN THIS FIELD. THESE POTENTIAL PROGRAMS WERE OUTLINED IN THE REPORT. (JH)

ED 002 941 24

SCHOOL REVENUE SYSTEMS IN FIVE STATES.
BY- JAMES, H. THOMAS
STANFORD UNIV., CALIF., SCHOOL OF EDUCATION
REPORT NUMBER CRP-803 PUB DATE 31 MAR 61
EDRS PRICE MF-$0.27 HC-$6.20 155P.

DESCRIPTORS- *ADMINISTRATIVE PROBLEMS, *EDUCATIONAL FINANCE, *FINANCIAL POLICY, *SCHOOL DISTRICT SPENDING, *STATE AID, CALIFORNIA, CAPITAL, COMMUNITY PROBLEMS, EDUCATIONAL EQUALITY, PILOT PROJECTS, PUBLIC SCHOOL SYSTEMS, SCHOOL ADMINISTRATION, SCHOOL FUNDS, STANFORD, STUDENT COSTS,

STATE-ADMINISTERED, EDUCATIONAL REVENUE SYSTEMS WERE COMPARED IN FIVE STATES TO SYSTEMS IN THE SAME STATES WHICH RELY GREATLY UPON LOCAL DISTRICT PROPERTY TAXES AND VOLUNTARY CONTRIBUTIONS FOR EDUCATIONAL EXPENSES. A PILOT SURVEY COVERED THE STATES OF CALIFORNIA, NEBRASKA, NEW JERSEY, WASHINGTON, AND WISCONSIN, AND WAS DESIGNED TO DETERMINE THE EFFECTIVENESS OF THEIR STATE AND LOCAL EDUCATIONAL FINANCE SYSTEMS IN MEETING THE FISCAL GOALS OF EQUALITY AND EXCELLENCE. THE FIRST PHASE OF THE PROJECT WAS CONCERNED WITH PROCESSES AND MECHANISMS FOR ALLOCATING RESOURCES TO LOCAL UNITS WITHIN THE INSTITUTION OF A STATE SCHOOL SYSTEM, REFERENCING PARTICULARLY THE CONDITIONS OF EQUITY IN ALLOCATION PROCEDURES. SECONDLY, SOME EXPLORATORY EFFORTS WERE DIRECTED TO--(1) THE RELATIONSHIP OF EDUCATIONAL EXPENDITURES IN ONE TIME PERIOD TO NATIONAL PRODUCTIVITY IN A SUBSEQUENT PERIOD, (2) THE EFFECT OF HIGH LEVELS OF ENROLLMENT IN NON-TAX-SUPPORTED SCHOOLS ON THE AVAILABILITY OF RESOURCES FOR PUBLIC SCHOOL SUPPORT, (3) THE EFFECT OF FISCAL DEPENDENCE OR INDEPENDENCE ON PUBLIC SCHOOL SUPPORT, AND (4) THE RELATIONSHIP BETWEEN THE WEALTH OF A DISTRICT AND THE WAY IN WHICH EXPENDITURES ARE DISTRIBUTED AMONG BUDGET LINE ITEMS. OVERALL, ABOUT 320 SEPARATE SCHOOL DISTRICTS WERE STUDIED. THE FINDINGS OF THIS STUDY WERE INCONCLUSIVE, AS

ANALYTICAL CROSS-CORRELATIONS MADE FROM THE SURVEY RESULTS REVEALED VARIABLES IN ALMOST EVERY AREA OF EXPLORATION WHICH WARRANTED FURTHER RESEARCH. (JH)

ED 002 942 24

PERSONALITY CORRELATES OF ACADEMIC ADJUSTMENT.
BY- GOODSTEIN, LEONARD D. AND OTHERS
IOWA UNIV., IOWA CITY
REPORT NUMBER CRP-805 PUB DATE JUN 62
EDRS PRICE MF-$0.18 HC-$3.76 94P.

DESCRIPTORS- *ABILITY, *ACHIEVEMENT, *COLLEGE STUDENTS, *PERSONALITY STUDIES, ACADEMIC ABILITY, ACADEMIC ACHIEVEMENT, BEHAVIOR PATTERNS, FACTOR ANALYSIS, INDIVIDUAL CHARACTERISTICS, INTELLIGENCE, IOWA, IOWA CITY,

AN ATTEMPT WAS MADE TO SHOW HOW NONINTELLECTIVE PERSONALITY VARIABLES ARE RELATED TO ACHIEVEMENT IN COLLEGE AMONG STUDENT GROUPS OF HIGH, AVERAGE, AND LOW INTELLECTUAL ABILITIES. THE DESIGN OF THE STUDY RELATED PERSONALITY TO GRADES WITHIN DIFFERENT LEVELS OF ABILITY TO DETERMINE WHETHER RELATIONSHIPS VARIED FROM ONE LEVEL TO ANOTHER. APPROXIMATELY 7,500 SUBJECTS AT 3 DIFFERENT UNIVERSITIES WERE TESTED. THE RESULTING DATA WERE STUDIED BY ANALYZING LEVELS OF ABILITY AND CONFIGURAL VARIABLES OF PERSONALITY AS THEY RELATED TO STUDENT GRADE POINT AVERAGE. THERE WERE NO IDENTIFIABLE PATTERNS OF PERSONALITY CHARACTERISTICS WHICH SEEMED TO BE CONSISTENTLY RELATED TO SUCCESS IN COLLEGE, OTHER THAN A TENDENCY FOR MORE INTELLECTUALLY ORIENTED MALES TO OBTAIN HIGHER GRADES. THERE WAS SOME INDICATION, HOWEVER, THAT PERSONALITY IS MORE CLOSELY ASSOCIATED WITH ACHIEVEMENT IN THE MIDDLE RANGES OF ABILITY THAN IS ABILITY ITSELF. THIS FUNDING PROVIDED A COMPLETELY DIFFERENT AREA APPARENTLY DESERVING FURTHER STUDY. IT WAS ALSO SUGGESTED THAT A SECOND SIGNIFICANT CONCLUSION BE PURSUED--THAT APPARENTLY DIFFERENT INSTITUTIONS PLACE VARYING EMPHASIS UPON THE IMPORTANCE OF PERSONALITY IN COLLEGE ACHIEVEMENT. (JH)

ED 002 943 24

INTERPERSONAL PERCEPTION--THE EFFECT OF TRAINING IN PERCEPTUAL THEORY, OBSERVATION AND ANALYSIS OF BEHAVIOR UPON ACCURACY OF PREDICTION OF CHILDREN'S SELF-REPORTS.
BY- GORDON, IRA J. SPEARS, WILLIAM D.
FLORIDA UNIV., GAINESVILLE
REPORT NUMBER CRP-813 PUB DATE 31 JAN 62
EDRS PRICE MF-$0.09 HC-$1.24 31P.

DESCRIPTORS- *INTERPERSONAL PROBLEMS, *PERCEPTUAL DEVELOPMENT, *PREDICTIVE ABILITY (TESTING), *SELF CONCEPT, *STUDENT BEHAVIOR, BEHAVIOR PATTERNS, COLLEGE INSTRUCTION, FLORIDA, GAINESVILLE, INDIVIDUAL DIFFERENCES, PERCEPTION TESTS, TRAINING,

THE PURPOSE WAS TO SUBSTANTIATE THE HYPOTHESIS THAT TRAINING COLLEGE STUDENTS IN SELF-PERCEPTUAL THEORY, IN OBSERVING CHILD BEHAVIOR, AND IN ANALYZING BEHAVIOR FROM A PERCEPTUAL ORIENTATION INCREASES THEIR ABILITY TO INFER FROM THE BEHAVIOR RECORDS OF A CHILD HIS STATEMENTS ABOUT HIMSELF. THREE GROUPS OF SUBJECTS, ONE EXPERIMENTAL AND TWO CONTROLS, PARTICIPATED, MAKING UP A TOTAL SAMPLE OF ABOUT 230 STUDENTS. APPROXIMATELY 70 OF THESE (ASSIGNED TO THE EXPERIMENTAL GROUP) RECEIVED ADVANCED TRAINING IN A HUMAN DEVELOPMENT COURSE WHICH EMPHASIZED THE COMBINATION OF PERCEPTUAL THEORY AND ANALYSIS. EACH GROUP WAS GIVEN A PRE- AND POST-TEST TO MEASURE ITS ABILITY TO INFER SELF-PERCEPTIONS OF A CHILD IN ACCORDANCE WITH THE PROCEDURE DESCRIBED IN THE PROJECT HYPOTHESIS. CORRELATIONS WERE COMPUTED FOR ALL STUDENT RESPONSES, AND AN ANALYSIS OF VARIANCE DESIGN WAS USED TO TEST THE EFFECT OF TRAINING UPON ABILITY TO INFER. THE STUDY HYPOTHESIS WAS NOT SUBSTANTIATED BY THE RESULTS. THE PROJECT, HOWEVER, DID LEAD TO THE DEVELOPMENT OF TWO INSTRUMENTS WHICH RELIABLY DETECTED INDIVIDUAL DIFFERENCES IN ABILITY TO INFER SELF-REPORTS FROM THE MIMEOGRAPHED OBSERVATIONAL DATA. THUS, FOR THE PURPOSE OF FURTHER RESEARCH, THE NEED FOR A SHIFT IN APPROACH WAS IMPLIED--FROM THE ASPECT OF INTENSIVE GROUP TRAINING TO THE POINT OF CONCENTRATING EFFORT ON THE INDIVIDUAL PERCEIVER OR INFERRER OF BEHAVIOR AND CHILD'S SELF. (JH)

ED 002 944 24

THE RELATIONSHIP OF CHILD PERCEPTIONS TO ACHIEVEMENT AND BEHAVIOR IN THE EARLY SCHOOL YEARS.
BY- COMBS, ARTHUR W. SOPER, DANIEL W.
FLORIDA UNIV., GAINESVILLE
REPORT NUMBER CRP-814 PUB DATE 63
EDRS PRICE MF-$0.27 HC-$7.84 196P.

DESCRIPTORS- *ACHIEVEMENT GAINS, *BEHAVIOR PATTERNS, *EARLY EXPERIENCE, *GROWTH PATTERNS, *PERCEPTION, CHANGING ATTITUDES, CHILD DEVELOPMENT, FLORIDA, GAINESVILLE, KINDERGARTEN CHILDREN, PREDICTIVE MEASUREMENT, PRIMARY GRADES, SELF CONCEPT, STUDENT CHARACTERISTICS,

THIS RESEARCH EXPLORED CERTAIN RELATIONSHIPS BETWEEN THE PERCEPTIONS OF CHILDREN AND THEIR BEHAVIOR DURING EARLY SCHOOL YEARS. SPECIFIC OBJECTIVES WERE--(1) TO DETERMINE IF CHANGING PERCEPTIONS OF SELF AND THE WORLD ARE ACCOMPANIED FROM YEAR TO YEAR BY CHANGES IN BEHAVIOR AND ACHIEVEMENT AND (2) TO SEE IF A KNOWLEDGE OF A CHILD'S PERCEPTIONS CAN BE USED TO PREDICT LATER BEHAVIOR AND ACHIEVEMENT. TO ACCOMPLISH THIS, DATA WERE COLLECTED ON APPROXIMATELY 60 CHILDREN OVER 3 YEARS AS THEY PROGRESSED FROM KINDERGARTEN TO THE SECOND GRADE. CORRELATION ANALYSES OF ALL INFORMATION GAINED ON THE STUDENT CHARACTERISTICS OF PERCEPTION, BEHAVIOR, AND ACHIEVEMENT SHOWED A NUMBER OF GENERAL CONCLUSIVE RESULTS. AMONG THESE WERE--(1) THE FEELING OF PERSONAL ADEQUACY SEEMED TO HAVE AN ALL-PERVASIVE IMPORTANCE IN A CHILD'S PERCEPTUAL ORGANIZATION. (2) THE VALUES HELD BY TEACHERS WERE REVEALED IN THE JUDGMENTS THEY MADE IN THE BEHAVIOR OF CHILDREN. (3) RELATIONSHIPS BETWEEN CHILD PERCEPTION AND BEHAVIOR AS DESCRIBED BY THEIR TEACHERS SHOWED A POSITIVE BUT LOW CORRELATION. (4) CHANGES OCCURRED IN CHILD PERCEPTIONS AND IN BEHAVIOR WITH PROGRESSION FROM KINDERGARTEN TO FIRST GRADE. (5) PERCEPTUALLY ORIENTED STUDIES OF CHILDREN WERE USED TO PREDICT, SIGNIFICANTLY, BEHAVIOR A YEAR IN ADVANCE. (6) PART-TIME OBSERVERS, RATHER THAN FULL-TIME TEACHERS, WERE USED EFFECTIVELY TO PROVIDE MUCH OF THE SIGNIFICANT RESEARCH DATA. THIS STUDY WAS ESSENTIALLY A PILOT PROJECT. THE FINDINGS WERE FELT TO SUGGEST THE NEED FOR FURTHER RESEARCH AND FOLLOWUP PROGRAMS. (JH)

ED 002 945 24

INDUCTIVE CONCEPT FORMATION IN NORMAL AND RETARDED SUBJECTS.
BY- ELAM, CLAUDE B.

TEXAS CHRISTIAN UNIV., FORT WORTH
REPORT NUMBER CRP-833 PUB DATE 62
CONTRACT OEC-SAE-8250
EDRS PRICE MF-$0.15 HC-$4.64 116P.

DESCRIPTORS- *CONCEPT FORMATION, *PROBLEM SOLVING, *REINFORCEMENT, *RETARDATION, *STUDENT REACTION, CONCEPT TEACHING, EXPERIMENTAL PROGRAMS, FORT WORTH, LEARNING ACTIVITIES, STIMULUS BEHAVIOR, TEACHING TECHNIQUES, TEXAS,

CONCEPT FORMATION--AS IT IS AFFECTED BY SUBJECTS (NORMAL AND RETARDED), PROBLEMS (SIMULTANEOUS, SUCCESSIVE, AND SIMILARITY-DIFFERENCE), RESPONSES (MANUAL AND VERBAL), REINFORCEMENT (100 PERCENT AND PARTIAL REINFORCEMENT), AND STIMULI--WAS INVESTIGATED. ELEVEN SEPARATE EXPERIMENTS ARE DESCRIBED. IT WAS FOUND THAT--(1) CONCEPT ATTAINMENT IS FACILITATED BY THE VERBAL RESPONSE. (2) TWO CONCEPTS CAN DEVELOP SIMULTANEOUSLY. (3) CONCEPT OF RACE IS MORE EASILY UTILIZED THAN AGE OR SEX. (4) AMOUNT OF REINFORCEMENT PROCEDURE FAVORS NORMAL SUBJECTS WHILE PROBABILITY OF REINFORCEMENT PROCECURE FAVORS RETARDED SUBJECTS. (5) STIMULUS SYNTHESIS CAN BE DESCRIBED AS PROPORTIONAL TO THE STRENGTH OF THE VARIOUS CUES GIVEN. (JH)

ED 002 946 24

SELF-CONCEPT OF ABILITY AND SCHOOL ACHIEVEMENT, THE RELATIONSHIP OF SELF-IMAGES TO ACHIEVEMENT IN JUNIOR HIGH SCHOOL SUBJECTS.
BY- BROOKOVER, WILBUR B. AND OTHERS
MICHIGAN ST. UNIV., EAST LANSING,COLL. OF EDUC.
REPORT NUMBER CRP-845 PUB DATE 62
EDRS PRICE MF-$0.18 HC-$4.48 112P.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *COGNITIVE ABILITY, *INTELLIGENCE QUOTIENT, *SELF CONCEPT, *SELF EVALUATION, EAST LANSING, FAMILY BACKGROUND, GRADE 7, HIGH ACHIEVERS, JUNIOR HIGH SCHOOL, LEARNING, LOW ACHIEVERS, MICHIGAN, OVERACHIEVERS, SEX DIFFERENCES, UNDERACHIEVERS,

VARIOUS EXPERIMENTAL EVIDENCE HAS SHOWN THAT SELF-CONCEPT OF ABILITY IS RELATED TO SCHOOL ACHIEVEMENT AND IS CAPABLE OF MEASUREMENT. A SELF-CONCEPT OF ABILITY SCALE WAS DEVELOPED IN TWO FORMS--(1) GENERAL SELF-CONCEPT OF ABILITY AND (2) SELF-CONCEPT OF ABILITY IN SPECIFIC SCHOOL SUBJECTS. MAJOR RESULTS OF THE STUDY REVEALED THAT (1) SEVENTH-GRADE GIRLS HAD SIGNIFICANTLY HIGHER MEAN SELF-CONCEPT OF ABILITY SCORES THAN SEVENTH-GRADE BOYS, (2) SELF-CONCEPT OF ABILITY WAS SIGNIFICANTLY RELATED TO SCHOOL ACHIEVEMENT OF SEVENTH-GRADE BOYS AND GIRLS (THE CORRELATION WAS .57 FOR EACH SEX), (3) SELF-CONCEPT OF ABILITY WAS POSITIVELY RELATED TO SCHOOL ACHIEVEMENT IN THE SEVENTH GRADE WHEN MEASURED INTELLIGENCE WAS CONTROLLED, (4) THE CORRELATION BETWEEN SELF-CONCEPT OF ABILITY AND MEASURED INTELLIGENCE WAS .46 FOR BOYS AND .48 FOR GIRLS, AND (5) SELF-CONCEPT OF ABILITY IN FOUR SPECIFIC SCHOOL SUBJECTS WAS RELATED TO SEVENTH-GRADE ACHIEVEMENT IN THOSE SUBJECTS TO APPROXIMATELY THE SAME DEGREE THAT GENERAL SELF-CONCEPT TO ABILITY WAS RELATED TO ACHIEVEMENT IN THE FOUR SUBJECTS COMBINED. THE REPORT CONCLUDED THAT SELF-CONCEPT OF ABILITY FUNCTIONS INDEPENDENTLY OF MEASURED INTELLIGENCE IN PREDICTING SCHOOL ACHIEVEMENT. EXPERIMENTAL TREATMENTS DESIGNED TO ENHANCE A STUDENT'S SELF-CONCEPT OF ABILITY AND THUS IMPROVE HIS SCHOOL ACHIEVEMENT ARE BEING UNDERTAKEN IN COOPERATIVE RESEARCH PROJECT 1636 (ED 003 294) ENTITLED, "IMPROVEMENT OF ACADEMIC ACHIEVEMENT THROUGH STUDENTS' SELF-CONCEPT ENHANCEMENT." (TC)

ED 002 947 24

A COMPREHENSIVE STUDY OF THE MOTIVATIONAL FACTORS UNDERLYING ACHIEVEMENT OF ELEVENTH-GRADE HIGH SCHOOL STUDENTS.
BY- FARQUHAR, WILLIAM W.
MICHIGAN ST. UNIV., EAST LANSING,COLL. OF EDUC.
REPORT NUMBER CRP-846 PUB DATE JAN 63
EDRS PRICE MF-$0.81 HC-$21.24 531P.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *MOTIVATION, *PREDICTIVE MEASUREMENT, *SEX DIFFERENCES, *STUDENT MOTIVATION, ACADEMIC ASPIRATION, ACHIEVEMENT, EAST LANSING, FEMALES, GRADE 11, MALES, MEASUREMENT INSTRUMENTS, MICHIGAN, OVERACHIEVERS, PERSONALITY, SELF CONCEPT, STATISTICAL DATA, UNDERACHIEVERS, VOCATIONAL INTERESTS,

ACHIEVEMENT MOTIVATION WAS STUDIED BETWEEN OVER- AND UNDER-ACHIEVING STUDENTS IN THE ELEVENTH-GRADE TO DEVELOP AN OBJECTIVE MEASURE OF MOTIVATION FOR USE IN PREDICTING ACADEMIC SUCCESS OR FAILURE. APPROXIMATELY 800 STUDENTS IN PUBLIC HIGH SCHOOLS WERE SELECTED FOR VALIDATION AND CROSS-VALIDATION SAMPLES. THEY WERE DIVIDED BY SEX AND ACHIEVEMENT. EACH WAS ADMINISTERED TEST ITEMS DESIGNED TO MEASURE INDIVIDUAL DEMOGRAPHY, INCLUDING REFLECTED SELF-CONCEPTS, PERSONALITY TRAITS, AND PREFERENCES FOR CERTAIN TYPES OF OCCUPATIONAL CHARACTERISTICS. ANALYSES OF THE RESULTING DATA WAS PERFORMED TO IDENTIFY THE SUBITEMS WHICH DISCRIMINATED BETWEEN OVER- AND UNDER-ACHIEVING STUDENTS IN EACH SEX AND THOSE WHICH DID NOT DISCRIMINATE (VALID ITEMS). COMMON SUBITEMS RELATING TO EDUCATIONAL-OCCUPATIONAL STATUS AND MOTIVATION, APTITUDE, AND GRADE POINT AVERAGE WERE MUCH MORE PREVALENT FOR THE OVER-ACHIEVING SAMPLE, UNDOUBTEDLY DUE TO THE HIGH DROPOUT RATE OF THE UNDER-ACHIEVING SAMPLE BETWEEN TENTH AND ELEVENTH GRADES. ABOUT 75 PERCENT OF THE SUBITEMS WERE VALID FOR BOTH SEXES, BUT VALIDITY PROVED MORE FOR MALES THAN FEMALES. THIS INFORMATION PROVIDED THE GROUNDWORK FOR A RESEARCH INSTRUMENT WHICH, WHEN DEVELOPED, COULD ADD UNDERSTANDING TO THE MOTIVATIONAL COMPLEX. (JH)

ED 002 948 24

RESEARCH ON THE CHARACTERISTICS OF EFFECTIVE COLLEGE TEACHING.
BY- MCKEACHIE, WILBERT J. AND OTHERS
MICHIGAN UNIV., ANN ARBOR
REPORT NUMBER CRP-850 PUB DATE 64
EDRS PRICE MF-$0.45 HC-$11.88 297P.

DESCRIPTORS- *COGNITIVE MEASUREMENT, *COLLEGE INSTRUCTION, *EFFECTIVE TEACHING, *STUDENT TEACHER RELATIONSHIP, *TEACHER CHARACTERISTICS, ACADEMIC ACHIEVEMENT, ANN ARBOR, COURSE OBJECTIVES, LEARNING PROCESSES, MEASUREMENT INSTRUMENTS, MICHIGAN, PERSONALITY ASSESSMENT, PREDICTIVE MEASUREMENT, PSYCHOLOGICAL PATTERNS, STUDENT CHARACTERISTICS, TEACHER EVALUATION, TEACHING METHODS,

THE EFFECTS OF DIFFERING TEACHER CHARACTERISTICS AND OF VARIOUS STUDENT CHARACTERISTICS UPON LEARNING IN COLLEGE WERE

MEASURED BY AN INSTRUMENT CALLED THE "CRITERIA TEST," WHICH CONTAINED SUBTESTS FOR MEASURING SEVERAL LEVELS OF COGNITIVE COURSE OUTCOMES AS FUNCTIONS OF INTERACTIONS AMONG METHODS OF TEACHING, TEACHER PERSONALITY, AND STUDENT PERSONALITY. SIXTEEN OBJECTIVES OF AN UNDERGRADUATE, GENERAL PSYCHOLOGY COURSE WERE TO BE USED IN THIS EVALUATION. ONLY NINE OF THESE, HOWEVER, PROVED TO BE OF SIGNIFICANT IMPORTANCE AFTER OPINIONS WERE GATHERED FROM PSYCHOLOGY INSTRUCTORS THROUGHOUT THE UNITED STATES. AVAILABLE DATA WERE ALSO COLLECTED ON SOME SPECIFIC TEACHING METHODS AND THE ACHIEVEMENT MOTIVATION, AFFILIATION MOTIVATION, AND ANXIETY OF STUDENTS WHO WERE EXPOSED TO THEM. IN ADDITION, PERSONALITY MEASURES WERE ADMINISTERED TO TEACHERS AND STUDENTS, AND OBSERVATIONS WERE MADE OF STUDENTS' AND TEACHERS' RESPONSES IN THE CLASSROOM. ALL OF THESE FACTORS WERE USED IN THE MAKEUP AND ADMINISTRATION OF THE "CRITERIA TEST." AFTER EVALUATING ALL TEST INFORMATION THE INVESTIGATOR FOUND NO SINGLE VARIABLE OR COMBINATION OF VARIABLES TO BE AS POWERFUL AS INTELLECTUAL ABILITY IN ACCOUNTING FOR STUDENT ACHIEVEMENT IN COLLEGE. STUDENT RATINGS OF TEACHER CHARACTERISTICS, TOO, WERE SUGGESTED AS EXCELLENT MEASURES FOR TEACHER EFFECTIVENESS AND, THUS, STUDENT PERFORMANCE. PERSONALITY COMPATIBILITIES WERE ALSO SIGNIFICANTLY RELATED TO POSITIVE STUDENT ATTITUDES AND ACHIEVEMENT. (JH)

ED 002 949 24
MEN AND WOMEN AS ELEMENTARY SCHOOL PRINCIPALS.
BY- GROSS, NEAL TRASK, ANNE E.
HARVARD UNIV., CAMBRIDGE, MASS.,GRAD. SCH.OF EDUC.
REPORT NUMBER CRP-853-2 PUB DATE JUN 64
CONTRACT OEC-SAE-8702
EDRS PRICE MF-$0.63 HC-$16.60 415P.

DESCRIPTORS- *FEMALES, *MALES, *PRINCIPALS, *SCHOOL ADMINISTRATION, *SEX (CHARACTERISTICS), ADMINISTRATIVE PERSONNEL, BACKGROUND, CAMBRIDGE, CAREER CHOICE, ELEMENTARY SCHOOL SUPERVISORS, GROUP BEHAVIOR, MASSACHUSETTS, OCCUPATIONAL INFORMATION, PERFORMANCE FACTORS, PUBLIC EDUCATION, SEX DIFFERENCES, SOCIOLOGY, STATISTICAL SURVEYS, URBAN SCHOOLS,

THE BACKGROUNDS, CAREERS, AND PERFORMANCE OF MEN AND WOMEN AS ELEMENTARY SCHOOL PRINCIPALS WERE EXAMINED TO RELATE SEX DIFFERENCE TO THE FUNCTIONING OF THEIR SCHOOLS. THIS REPORT REPRESENTED THE SECOND OF SEVERAL MONOGRAPHS THAT PRESENTED THE FINDINGS OF THE NATIONAL PRINCIPALSHIP STUDY, "A COMPREHENSIVE INVESTIGATION OF THE ROLE OF SCHOOL PRINCIPALS IN PUBLIC EDUCATION." DATA REQUIRED FOR THIS EXAMINATION WERE OBTAINED FROM A NATIONAL CROSS-SAMPLE OF ABOUT 190 ELEMENTARY SCHOOL PRINCIPALS IN OVER 40 LARGE SCHOOL SYSTEMS. IT WAS EMPHASIZED THAT ALL FINDINGS OF THIS PROJECT HAVE REFERENCE TO GROUP OR CLASS, NOT INDIVIDUAL, DIFFERENCES BETWEEN MEN AND WOMEN PRINCIPALS. THESE SEX DIFFERENCES WERE EVALUATED, USING THE FOLLOWING FACTORS FOR COMPARISON--(1) CAREER DECISIONS AND OCCUPATIONAL HISTORIES, (2) SPECIFIC REACTIONS TO AND FEELINGS ABOUT WORK, AND (3) JOB PERFORMANCE AND OPERATIONAL CHARACTERISTICS OF THE RESPECTIVE SCHOOLS. MANY ASPECTS IN EACH OF THESE AREAS WERE FOUND TO HAVE DIRECT ASSOCIATIONS WITH SEX DIFFERENCES. ADDITIONAL RESEARCH WAS RECOMMENDED TO EXPAND THIS STUDY TO OTHER SCHOOL POPULATIONS, AS WELL AS SUCH AREAS AS BUSINESS AND THE PROFESSIONS. (JH)

ED 002 950 24
THE ROLE BEHAVIOR OF SCHOOL PRINCIPALS.
BY- GROSS, NEAL AND OTHERS
HARVARD UNIV., CAMBRIDGE, MASS.,GRAD. SCH.OF EDUC.
REPORT NUMBER CRP-853-3
CONTRACT OEC-SAE-8702
EDRS PRICE MF-$0.45 HC-$12.00 300P.

DESCRIPTORS- *BEHAVIOR PATTERNS, *LEADERSHIP, *PRINCIPALS, *ROLE PLAYING, *SCHOOL ADMINISTRATION, ADMINISTRATIVE PERSONNEL, BEHAVIOR STANDARDS, CAMBRIDGE, INNOVATION, LEARNING, MASSACHUSETTS, PARENT SCHOOL RELATIONSHIP, PERFORMANCE FACTORS, PUBLIC EDUCATION, SELF CONCEPT, SOCIOLOGY, STATISTICAL SURVEYS, TEACHER ATTITUDES, TEACHER SUPERVISION, URBAN SCHOOLS,

THE EFFECTS AND DETERMINANTS OF THREE ROLE BEHAVIOR ASPECTS OF SCHOOL PRINCIPALS WERE STUDIED, AS FOLLOWS--(1) CLOSENESS OF TEACHER SUPERVISION, (2) SUPPORT OF INNOVATION, AND (3) INVOLVEMENT OF PARENTS IN SCHOOL AFFAIRS. SPECIFICALLY, THE EFFECTS AND DETERMINANTS TO BE EXAMINED WERE THE ORGANIZATIONAL EFFECTS OF ROLE BEHAVIOR IN TERMS OF TEACHER MORALE, THE PROFESSIONAL PERFORMANCE OF TEACHERS, PUPIL LEARNING, AND THE DETERMINANTS OF VARIATIONS AMONG PRINCIPALS IN THEIR CONFORMITY TO SELF-DEFINED ROLE EXPECTATIONS. THIS REPORT REPRESENTS THE THIRD OF SEVERAL MONOGRAPHS THAT PRESENTED THE FINDINGS OF THE NATIONAL PRINCIPALSHIP STUDY, "A COMPREHENSIVE INVESTIGATION OF THE ROLE OF SCHOOL PRINCIPALS IN PUBLIC EDUCATION." DATA WERE OBTAINED FROM A MULTIREGIONAL SAMPLE OF APPROXIMATELY 500 ELEMENTARY, JUNIOR HIGH, AND SENIOR HIGH SCHOOL PRINCIPALS, INCLUDING THEIR TEACHERS AND ADMINISTRATIVE SUPERVISORS, WHOSE SCHOOLS WERE LOCATED IN OVER 40 LARGE CITIES ACROSS THE UNITED STATES. THE EMPIRICAL FINDINGS FROM THIS SURVEY OF EFFECTS AND DETERMINANTS OF ROLE BEHAVIOR PATTERNS WERE PRESENTED FOR THEIR IMPACT AT EACH SCHOOL LEVEL (ELEMENTARY, JUNIOR HIGH, AND SENIOR HIGH), I.E., POSITIVE RELATIONSHIPS OR NO RELATIONSHIP. THE POSITIVE RELATIONSHIP INFERENCES REFERRED TO WERE BASED UPON A ZERO-ORDER PEARSON CORRELATION COEFFICIENT, POSITIVE OR NEGATIVE IN DIRECTION, AT OR BELOW THE .05 LEVEL OF SIGNIFICANCE. (JH)

ED 002 951 24
ROLE CONFLICTS OF SCHOOL PRINCIPALS.
BY- GROSS, NEAL AND OTHERS
HARVARD UNIV., CAMBRIDGE, MASS.,GRAD. SCH.OF EDUC.
REPORT NUMBER CRP-853-4 PUB DATE 65
CONTRACT OEC-SAE-8702
EDRS PRICE MF-$0.27 HC-$7.24 181P.

DESCRIPTORS- *BEHAVIOR, *PRINCIPALS, *ROLE CONFLICTS, *ROLE PLAYING, *SCHOOL ADMINISTRATION, ADMINISTRATOR ATTITUDES, CAMBRIDGE, COGNITIVE PROCESSES, MASSACHUSETTS, PARENT ATTITUDES, PUBLIC EDUCATION, SOCIOLOGY, STUDENT ATTITUDES, TEACHER ATTITUDES, URBAN SCHOOLS,

THE PURPOSE OF THIS STUDY WAS TO ISOLATE THE ROLE CONFLICTS TO WHICH SCHOOL PRINCIPALS ARE EXPOSED, THE METHODS USED TO RESOLVE THEM, AND THE FREQUENCY WITH WHICH THEY OCCUR. THE SOCIAL MATRIX OF ROLE CONFLICT IS BASED ON DIFFERING EXPECTATIONS OF COGNITIVE BEHAVIOR INTERPRETATIONS. THUS, WHEN PARENTS, STUDENTS, TEACHERS, OTHER ADMINISTRATORS, AND OTHERS WITH WHOM THE SCHOOL PRINCIPAL WORKS AND ASSOCIATES HOLD CONFLICTING EXPECTATIONS FOR THE PRINCIPAL'S BEHAVIOR, HE WOULD BE CONFRONTED WITH A SITUATION OF ROLE CONFLICT. THE DATA CONSISTED PRIMARILY OF OVER 500 INDIVIDUAL PRINCIPAL REPORTS OF THE CONFLICTS THEY EXPERIENCED AND OF THEIR GENERAL SCHOOL SITUATIONS. THIS REPORT REPRESENTS THE LAST OF FOUR MONOGRAPHS THAT PRESENTED THE FINDINGS OF THE NATIONAL PRINCIPALSHIP STUDY, "A COMPREHENSIVE INVESTIGATION OF THE ROLE OF SCHOOL PRINCIPALS IN PUBLIC EDUCATION." THREE SPECIFIC SETS OF COUNTER-POSITIONS WERE INVESTIGATED--(1) TEACHERS AND PARENTS, (2) TEACHERS AND ADMINISTRATORS, AND (3) TEACHERS VERSUS OTHER TEACHERS. EXPOSURE TO TEACHER-PARENT CONFLICT WAS MOST FREQUENTLY REPORTED BY THE PRINCIPALS, AND SECONDARY SCHOOL PRINCIPALS SHOWED MORE EXPOSURE TO CONFLICTS FOR ALL SETS OF COUNTER-POSITIONS THAN ELEMENTARY PRINCIPALS. MEN PRINCIPALS WERE FOUND TO BE MORE FREQUENTLY EXPOSED TO ROLE CONFLICT THAN WOMEN IN THIS AREA. CONFLICT ALSO TENDED TO DECREASE THE AMOUNT OF JOB SATISFACTION AND TO INCREASE OCCUPATIONAL WORRIES FOR BOTH SEXES. THE FINDINGS OF THIS STUDY INDICATED THE NEED FOR FURTHER SYSTEMATIC EXAMINATIONS OF THE DETERMINANTS AND EFFECTS OF ROLE CONFLICTS FOR ALL ORGANIZATIONS. (JH)

ED 002 952 24

SYSTEMATIC VARIATION OF CERTAIN CONDITIONS RELATED TO LEARNING IN THE MENTALLY RETARDED--REINFORCEMENT.
BY- BLAKE, KATHRYN A. AND OTHERS
SYRACUSE UNIV., N.Y., RESEARCH INSTITUTE
REPORT NUMBER CRP-862 PUB DATE 61
GEORGIA UNIV., ATHENS, OFF. OF GENERAL RESEARCH
EDRS PRICE MF-$0.63 HC-$18.00 450P.

DESCRIPTORS- *ASPIRATION, *LEARNING EXPERIENCE, *REINFORCEMENT, *RETARDED CHILDREN, *TASK PERFORMANCE, ACHIEVEMENT GAINS, ATHENS, CORRECTIVE INSTITUTIONS, GEORGIA, GIFTED, INDIVIDUAL CHARACTERISTICS, INDIVIDUAL DEVELOPMENT, NEW YORK, POSITIVE REINFORCEMENT, PUBLIC EDUCATION, SYRACUSE,

THE WORK OF AN EARLIER COOPERATIVE RESEARCH PROJECT (NO. 470) WAS EXTENDED THROUGH THIS INVESTIGATION BY COMPARING THE MOTIVATIONAL CHARACTERISTICS AND LEARNING PERFORMANCE OF A GROUP OF INSTITUTIONALIZED MENTALLY RETARDED CHILDREN WITH GROUPS OF SUPERIOR, NORMAL, AND MENTALLY RETARDED NONINSTITUTIONALIZED SUBJECTS. DATA ON THE NONINSTITUTIONALIZED SUBJECTS WERE OBTAINED PARTIALLY FROM THE EARLIER STUDY. COMPARATIVE ANALYSES WERE ACCOMPLISHED BY EXAMINING THE INTERACTIONS OF SELECTED REINFORCEMENT, TASK, AND SUBJECT VARIABLES ON LEARNING PERFORMANCE AND LEVEL OF ASPIRATION BEHAVIOR. PROJECT VARIABLES ARE LISTED BELOW--(1) "REINFORCEMENT" (TYPE SUCCESS OR FAILURE, FREQUENCY, AND ORIENTATION), (2) "TASK" (LEVEL OF COMPLEXITY AND EXTENT OF OVERT VERBALIZATION), AND (3) "SUBJECT" (INTELLIGENCE LEVEL, CHRONOLOGICAL AGE, SEX, AND PLACEMENT TYPE). FOUR SAMPLES OF APPROXIMATELY 100 SUBJECTS EACH (RETARDED, NORMAL, AND SUPERIOR PUBLIC SCHOOL STUDENTS AND RETARDED CHILDREN FROM INSTITUTIONS) WERE ADMINISTERED TASKS INDIVIDUALLY IN CONJUNCTION WITH 12 BASE CELLS, FORMED BY OVERLAPPING THE REINFORCEMENT ORIENTATION AND THE TIME-FREQUENCY DIMENSIONS. MEASUREMENTS OF LEARNING PERFORMANCE AND LEVEL OF ASPIRATION BEHAVIOR WERE MADE. THE REINFORCEMENT VARIABLES DID NOT CONSISTENTLY AFFECT LEARNING PERFORMANCE OR ASPIRATION EITHER SINGLY OR IN COMBINATION WITH ALL OTHER VARIABLES. NEITHER DID THE VARIABLES OF SEX OR PLACEMENT TYPE (INSTITUTIONALIZED AND NONINSTITUTIONALIZED STUDENTS), SINGLY OR IN COMBINATION, HAVE A CONSISTENT EFFECT. ONLY THE LEVEL OF COMPLEXITY VARIABLE, SINGLY AND TO SOME EXTENT IN COMBINATION WITH THE VERBALIZATION VARIABLE, HAD AN EFFECT ON LEARNING PERFORMANCE. EVEN THIS, HOWEVER, HAD NO EFFECT ON ASPIRATION LEVEL. (JH)

ED 002 953 24

AN EXPERIMENTAL EVALUATION OF PROGRAMED LEARNING, MOTIVATIONAL CHARACTERISTICS OF THE LEARNER, HIS RESPONSES, AND CERTAIN LEARNING OUTCOMES.
BY- DELLA-PIANA, GABRIEL M.
UTAH UNIV., SALT LAKE CITY
REPORT NUMBER CRP-864 PUB DATE 15 DEC 61
CONTRACT OEC-SAE-8698
EDRS PRICE MF-$0.18 HC-$5.16 129P.

DESCRIPTORS- *LEARNING PROCESSES, *MOTIVATION, *PROGRAMED INSTRUCTION, *RETENTION, *STUDENT REACTION, COLLEGE STUDENTS, EXPERIMENTAL PROGRAMS, LEARNING LABORATORIES, PERFORMANCE FACTORS, PROGRAMED TEXTS, SALT LAKE CITY, STUDENT CHARACTERISTICS, TEACHING MACHINES, TIME FACTORS (LEARNING), UTAH,

THE EFFECTS OF TWO VARIABLES ON PROGRAMED LEARNING WERE INVESTIGATED--(1) MOTIVATIONAL DIFFERENCES AMONG LEARNERS AND (2) THE FORM OF THE LEARNER'S RESPONSE (CONSTRUCTING THE RESPONSE, COMPLETING THE RESPONSE WITH ONE OR MORE LETTERS OF THE ANSWER GIVEN, AND SIMPLY COPYING THE RESPONSE). THUS, DIFFERENT RESPONSE MODES IN TERMS OF THEIR RELATIVE EFFECTIVENESS FOR DIFFERENT KINDS OF LEARNING OUTCOMES WERE COMPARED, AND THE POSSIBILITY OF INTERACTION BETWEEN THE RESPONSE MODES AND MOTIVATIONAL LEVELS WAS EXPLORED. THE PROGRAM USED IN THIS STUDY WAS TITLED "AN INTRODUCTION TO COUNSELING." ABOUT 180 COLLEGE STUDENTS FROM A PSYCHOLOGY COURSE SERVED AS THE STUDY SAMPLE. EACH WAS RANDOMLY ASSIGNED TO TEACHING MACHINES THAT REQUIRED ONE OF THE THREE TYPES OF RESPONSE MENTIONED ABOVE. A FOURTH TREATMENT WAS USED, ALSO, WITH PROCTORS WHO GAVE RIGHT OR WRONG ANSWERS TO STUDENT RESPONSES. ACHIEVEMENT MOTIVATION, GRADE, AND INTELLIGENCE WERE USED AS CONTROL VARIABLES. EACH TREATMENT WAS EVALUATED THROUGH STUDENT TESTING ON A PRE-EXPERIMENTAL BASIS AND TWICE AGAIN AFTER THE SECOND AND SIXTH PROGRAMED LESSON. STUDY RESULTS SHOWED THAT THE EXPERIMENTAL RESPONSE PROGRAM WAS FAIRLY EFFECTIVE IN TERMS OF HIGH CORRECT RESPONSES. THE RESPONSE MODE VARIATIONS USED PRODUCED NO DIFFERENCES IN AMOUNT OF IMMEDIATE OR DELAYED RETENTION. MORE HIGHLY PROMPTED TREATMENTS SHOWED BETTER RESPONSE TIME WITH FEWER ERRORS IN LEARNING. FINDINGS SHOWED MOTIVATION DOES MAKE A DIFFERENCE IN PERFORMANCE WHEN USING THE CONSTRUCTED RESPONSE MODE. STUDENT EVALUATIONS OF THE USE OF THAT MODE WERE DIRECTLY RELATED TO STUDENT PERFORMANCE, AND PREFERENCE FOR THE MODE INCREASED WITH THE AMOUNT OF EXPERIENCE. (JH)

ED 002 954 24

AN EXPERIMENT IN COORDINATION BETWEEN TEACHING AND LIBRARY STAFF FOR CHANGING STUDENT USE OF UNIVERSITY LIBRARY RESOURCES.
BY- KNAPP, PATRICIA B. AND OTHERS
WAYNE STATE UNIV., DETROIT, MICH.,MONTEITH COLL.
REPORT NUMBER CRP-874 PUB DATE 64

EDRS PRICE MF-$0.45 HC-$12.24 306P.

DESCRIPTORS- *COLLEGE LIBRARIES, *CURRICULUM ENRICHMENT, *INFORMATION UTILIZATION, *INSTRUCTIONAL IMPROVEMENT, *LIBRARY PROGRAMS, BIBLIOGRAPHY, COLLEGE INSTRUCTION, COOPERATIVE PLANNING, DETROIT, LIBRARY SERVICES, MICHIGAN, RESEARCH METHODOLOGY, STUDENT ATTITUDES, STUDENT PARTICIPATION, TEACHER ATTITUDES, TEACHER PARTICIPATION,

THE EFFECTIVENESS OF A NEW SOCIAL STRUCTURE DESIGNED TO COORDINATE WORK OF FACULTY, STUDENTS, AND LIBRARIANS WAS EVALUATED TO ENCOURAGE STUDENTS TO MAKE GREATER USE OF AVAILABLE LIBRARY RESOURCES AND TO RELATE SCHOOL LIBRARIES MORE CLOSELY TO THE INSTRUCTIONAL PROGRAM OF THEIR RESPECTIVE EDUCATIONAL INSTITUTIONS. A 2-YEAR PILOT PROJECT WAS CONDUCTED, WHEREIN LIBRARIANS ON THE PROJECT STAFF PARTICIPATED WITH THE TEACHING FACULTY OF MONTEITH COLLEGE, A BRANCH OF WAYNE STATE UNIVERSITY, IN COURSE-PLANNING ENDEAVORS WHICH WOULD INVOLVE EXTENSIVE AND MEANINGFUL STUDENT USE OF THE COLLEGE LIBRARY. LIBRARY ASSIGNMENTS WERE PLANNED AND IMPLEMENTED IN THE NATURAL SCIENCE, SOCIAL SCIENCE, AND HUMANITIES CURRICULUM AREAS. EVALUATIVE DATA WERE OBTAINED THROUGH GROUP OBSERVATION TECHNIQUES AND INTERVIEWS USED TO DESCRIBE STUDENT LIBRARY EXPERIENCES, THE RELATIONSHIP BETWEEN THE LIBRARY STAFF AND COLLEGE FACULTY, AND THE FUNDAMENTAL CONTRIBUTIONS AND GENERAL ACCEPTANCE OF THE PROJECT ITSELF. IN ADDITION TO THE ASSIGNMENTS PROGRAM, A NUMBER OF BIBLIOGRAPHIC SERVICES WERE PROVIDED FOR FACULTY USE. ON THE WHOLE THE PROJECT APPEARED TO BE VERY SUCCESSFUL FROM THE STANDPOINTS OF STUDENT AND FACULTY ENTHUSIASM, CURRICULUM ENRICHMENT, AND INCREASES IN OVERALL LIBRARY USEFULNESS FOR PARTICIPATING STUDENTS. RECORDS OF THIS PILOT PROJECT WERE TO SERVE AS THE BASIS FOR AN ACCURATE AND DETAILED PLAN FOR A FOLLOWUP PROGRAM. (JH)

ED 002 955 24

MASS COMMUNICATIONS AND POPULAR CONCEPTIONS OF EDUCATION, A CROSS-CULTURAL STUDY.
BY- GERBNER, GEORGE
ILLINOIS UNIV., URBANA, INST.COMMUNICATIONS RES.
REPORT NUMBER CRP-876 PUB DATE 64
EDRS PRICE MF-$0.99 HC-$27.04 676P.

DESCRIPTORS- *COMMUNICATIONS, *CULTURAL DIFFERENCES, *EDUCATIONAL ATTITUDES, *MASS MEDIA, *PUBLIC OPINION, COMPARATIVE ANALYSIS, EUROPE, GENERAL EDUCATION, ILLINOIS, INFORMATION DISSEMINATION, INSTITUTIONS, STATISTICAL SURVEYS, SYSTEMS ANALYSIS, URBANA,

CONTRIBUTIONS OF MASS-PRODUCED INFORMATION AND ENTERTAINMENT TO THE DEVELOPMENT OF PUBLIC IMAGES IN EDUCATION WERE INVESTIGATED IN THE UNITED STATES, WESTERN EUROPE, AND EASTERN EUROPE. THIS PROJECT SERVED TO CREATE A MODEST HISTORICAL DIMENSION AND A CROSS-CULTURAL COMPARATIVE PERSPECTIVE OF CERTAIN DYNAMIC ASPECTS OF MASS MEDIA EDUCATION (THROUGH INFORMATION, PERSUASION, OR ENTERTAINMENT) WITH RESPECT TO FORMAL EDUCATION SYSTEMS OF COUNTRIES. THE VARIOUS STUDIES WERE CONCERNED WITH TRENDS OVER TIME, PATTERNS OF CONTENT ACROSS CULTURES, AND REASONS BEHIND THESE TRENDS AND PATTERNS. INTERVIEWS WERE CONDUCTED WITH OVER 100 KNOWLEDGEABLE PERSONS IN THE MASS MEDIA FIELD AND IN EDUCATION IN THE COUNTRIES STUDIED. DOZENS OF INDEXES, ARCHIVES, AND SPECIAL COLLECTIONS OF RELEVANT DATA WERE SEARCHED. CONTENT STUDIES INCLUDED ANALYSES OF THOUSANDS OF NEWSPAPER ITEMS, FULL-LENGTH FEATURE FILMS, RADIO AND TELEVISION DRAMA PROGRAMS, POPULAR MAGAZINE STORIES, AND FICTIONAL AND DRAMATIC CHARACTERS. THE RESULTS OF THE PROGRAM WERE BROUGHT TOGETHER WITH RESPECT TO TWO ASPECTS OF THE DYNAMICS OF IMAGE-FORMATION AS FOLLOWS--(1) "CONTENT," OR THE COMPOSITION AND STRUCTURE OF A MESSAGE SYSTEM, I.E., THE WAY MASS MEDIA SYSTEMS PORTRAY TEACHERS, SCHOOLS, AND EDUCATION, AND (2) "PROCESS," OR THE INFLUENCES, RELATIONSHIPS, AND REQUIREMENTS WHICH AFFECT THE PRODUCTION OF A MESSAGE SYSTEM. THE MAJOR THEORETICAL IMPLICATIONS OF THESE STUDIES WERE RELATED TO INSTITUTIONAL DYNAMICS AFFECTING MASS CULTURAL REPRESENTATIONS OF EDUCATION IN DIFFERENT SOCIETIES. (JH)

ED 002 956 24

ALASKAN NATIVE SECONDARY SCHOOL DROPOUTS.
BY- RAY, CHARLES K. AND OTHERS
ALASKA UNIVERSITY, COLLEGE
REPORT NUMBER CRP-878 PUB DATE 62
EDRS PRICE MF-$0.63 HC-$16.88 422P.

DESCRIPTORS- *DROPOUTS, *EDUCATIONAL IMPROVEMENT, *WITHDRAWAL, ADJUSTMENT (TO ENVIRONMENT), ALASKA, ALASKAN NATIVES, ASPIRATION, COLLEGE, DROPOUT CHARACTERISTICS, DROPOUT PREVENTION, DROPOUT REHABILITATION, SECONDARY SCHOOL STUDENTS, STATISTICAL SURVEYS, STUDENT MOTIVATION,

DETERMINATIONS WERE MADE OF THE DROPOUT RATE AMONG NATIVE ALASKAN HIGH SCHOOL STUDENTS AND THE VARIOUS REASONS FOR FAILURE TO FINISH SCHOOL. THE STUDY SAMPLE WAS DRAWN FROM NINE ALASKAN HIGH SCHOOLS WITH OVER ONE-HALF NATIVE STUDENT ENROLLEES. NATIVES WERE DEFINED AS PERSONS BEING ONE-FOURTH OR MORE ESKIMO, INDIAN, OR ALEUT. APPROXIMATELY 1,200 STUDENTS IDENTIFIED AS DROPOUTS FROM SCHOOL FILES FOR THE PERIOD 1950-60 WERE SENT INFORMATION QUESTIONNAIRES, AND WHEN THESE WERE COMPLETED A SMALLER, REPRESENTATIVE SAMPLE WAS INTERVIEWED TO DOCUMENT ALL RESPONSES. DATA WERE ALSO OBTAINED FROM VARIOUS SCHOOL PERSONNEL, PARENTS OF DROPOUTS, AND COMMUNITY RESIDENTS. FINDINGS SHOWED THAT ONLY ABOUT 35 PERCENT OF ALL HIGH SCHOOL AGE YOUTH WERE ACTUALLY IN SECONDARY SCHOOL. THE REMAINDER EITHER LEFT SCHOOL OR HAD BEEN RETAINED IN LOWER GRADES. IN GENERAL, THE DROPOUT WAS FOUND TO BE MALCONTENT, UNEMPLOYED, AND LACKING DIRECTION, AND HE BELIEVED HIS ORIGINAL DECISION TO LEAVE SCHOOL WAS UNFORTUNATE. THE DESIRE FOR ADDITIONAL EDUCATION WAS APPARENT, ESPECIALLY IN THE AREA OF VOCATIONAL SKILLS. DIFFICULTIES IN ADJUSTING TO LIFE IN SCHOOL, PERSONAL FEELINGS OF HOPELESSNESS, AND A LACK OF INDIVIDUAL ENCOURAGEMENT AND SELF-MOTIVATION WERE CITED AS MAJOR REASONS FOR LEAVING SCHOOL BEFORE GRADUATION. TO AMELIORATE THESE CONDITIONS, FURTHER RESEARCH WAS RECOMMENDED IN SEVERAL AREAS, INCLUDING--(1) CURRICULUM ENRICHMENT, (2) EDUCATIONAL FACILITIES IMPROVEMENT, (3) PROGRAMS FOR OUT-OF-SCHOOL YOUTH AND YOUNG ADULTS, (4) SELECTIVE TEACHER PROJECTS, AND (5) COMMUNITY-SCHOOL RELATIONSHIPS. QUESTIONNAIRE FORMS FOR THIS STUDY ARE AVAILABLE IN VOLUME 2 (ED 002 957). (JH)

ED 002 957 24

HIGHER EDUCATION OF SOUTHWESTERN INDIANS WITH REFERENCE TO SUCCESS AND FAILURE.
BY- RAY, CHARLES K.

ALASKA UNIVERSITY, COLLEGE
REPORT NUMBER CRP-878-SUPPL. PUB DATE 62
EDRS PRICE MF-$0.27 HC-$5.40 135P.

DESCRIPTORS- *AMERICAN INDIAN, *HIGHER EDUCATION, *INTERVIEWS, *QUESTIONNAIRES, ACADEMIC ACHIEVEMENT, ACADEMIC FAILURE, ALASKA, ARIZONA, COLLEGE, COLLEGE ATTENDANCE, COLLEGE STUDENTS, DROPOUTS, TEMPE, UNIVERSITIES,

THIS VOLUME PROVIDES EXEMPLARY QUESTIONNAIRE FORMS AND INTERVIEWING INSTRUCTIONS FOR ASSESSING PROBLEMS ASSOCIATED WITH HIGHER EDUCATION OF AMERICAN INDIANS IN THE SOUTHWESTERN AREA OF THE UNITED STATES. IT SUPPLEMENTS COOPERATIVE RESEARCH PROJECT REPORT NUMBER 878, ENTITLED "ALASKAN NATIVE SECONDARY SCHOOL DROPOUTS" (ACCESSION NUMBER ED 002 956). (JM)

ED 002 958

24
THE NATURE OF ANALYSIS AND SYNTHESIS AND SOME CONDITIONS IN THE CLASSROOM WHICH FACILITATE OR RETARD THESE COGNITIVE PROCESSES--PART ONE, SOME CONDITIONS WHICH AFFECT COGNITIVE BEHAVIOR.
BY- ROKEACH, MILTON AND OTHERS
MICHIGAN ST. UNIV., EAST LANSING
REPORT NUMBER CRP-879-PART-1 PUB DATE 65
CONTRACT OEC-SAE-8830
EDRS PRICE MF-$0.36 HC-$9.12 228P.

DESCRIPTORS- *COGNITIVE ABILITY, *CONVENTIONAL INSTRUCTION, *GROUP INSTRUCTION, *INDIVIDUAL INSTRUCTION, *PROGRAMED INSTRUCTION, CLASSROOM RESEARCH, COGNITIVE MEASUREMENT, COLLEGE INSTRUCTION, COMPARATIVE ANALYSIS, DENNY DOODLEBUG PROBLEM, EAST LANSING, LEARNING ACTIVITIES, MICHIGAN, PROBLEM SOLVING, TASK PERFORMANCE,

COLLEGE CLASSROOM CONDITIONS WHICH ADVANCE OR IMPEDE STUDENT ABILITY IN COGNITIVE ANALYSIS AND/OR SYNTHESIS BY THOUGHT AND PERCEPTION WERE EXPLORED. TWO BASIC COMPARISONS WERE MADE--(1) INDIVIDUAL VERSUS GROUP MEMORIZATION AND PROBLEM SOLVING USING POOLING-OF-ABILITIES MODELS AND (2) THE EFFECTIVENESS OF PROGRAMS VERSUS CONVENTIONAL INSTRUCTIONAL METHODS ON LEARNING AND PROBLEM SOLVING. IN THE FIRST INSTANCE THE MODEL TESTED HYPOTHESIZED THAT THE PROBABILITY OF A GROUP SOLVING A PROBLEM WAS GREATER THAN FOR AN INDIVIDUAL AND THAT GROUP SUPERIORITY IS NOT NECESSARILY THE RESULT OF ANY FACILITATIVE QUALITIES OF THE GROUP. STUDENT GROUPS OF TWO AND THREE PARTICIPANTS, AS WELL AS INDIVIDUALS WERE TESTED USING AS THE TASKS--(1) THE RECALL OF NONSENSE WORDS, AND (2) THE JOE DOODLEBUG PROBLEM (THE RECALL OF THE FUNCTIONING AND MOVEMENT OF AN IMAGINARY BUG). GROUPS OF TWO PERFORMED BETTER ON THE FIRST PROBLEM, WHILE GROUPS OF THREE EXCELLED ON THE SECOND. IN BOTH EXPERIMENTS THERE WAS NO INDICATION OF GROUP FACILITATION, AND SOME INTERFERENCE WAS APPARENT IN ALL GROUP PERFORMANCES. THESE DATA, THEREFORE, COULD NOT BE USED TO REJECT THE HYPOTHESIS OF THE EXPERIMENTAL MATHEMATICAL MODEL. THE DOODLEBUG PROBLEM WAS USED AGAIN TO TEST THE EFFECTIVENESS OF PROGRAMED AND TRADITIONAL INSTRUCTION. THE SUBJECTS PARTICIPATING IN THE TESTS WERE INTRODUCTORY PSYCHOLOGY STUDENTS IN COLLEGE AND EIGHTH-GRADE STUDENTS FROM TWO JUNIOR HIGH SCHOOLS. IN GENERAL, TRADITIONAL SUBJECTS SHOWED BETTER LEARNING RESULTS AT BOTH GRADE LEVELS, PARTICULARLY FOR STUDENTS WHO WERE GIFTED. (JH)

ED 002 959

24
REPORT OF A RESEARCH CONFERENCE ON ELEMENTARY SCHOOL GUIDANCE.
BY- SMITH, STELLA
SOUTHERN STATE COLLEGE, MAGNOLIA, ARK.
REPORT NUMBER CRP-X-002 PUB DATE 65
GRANT OEG-610001
EDRS PRICE MF-$0.18 HC-$2.76 69P.

DESCRIPTORS- *CONFERENCES, *EDUCATIONAL GUIDANCE, *ELEMENTARY SCHOOLS, *GUIDANCE PROGRAMS, *RESEARCH OPPORTUNITIES, ARKANSAS, EDUCATIONAL RESEARCH, GUIDANCE, GUIDANCE COUNSELING, MAGNOLIA,

A CONFERENCE WAS CONVENED IN ORDER TO (1) REVIEW CURRENT AND COMPLETED RESEARCH, (2) DEVELOP GUIDELINES FOR FUTURE RESEARCH, AND (3) GENERATE NEW RESEARCH IDEAS AND DEVELOP PLANS FOR STIMULATING RESEARCH RELATING TO ELEMENTARY SCHOOL GUIDANCE. THE CONFERENCE WAS HELD AT SOUTHERN STATE COLLEGE, MAGNOLIA, ARKANSAS, NOVEMBER 10-13, 1965. PROFESSIONAL SCHOOL GUIDANCE WORKERS WERE FACED WITH INTERPRETING THEIR IDEAS IN TERMS THAT WERE INTELLIGIBLE TO ANTHROPOLOGISTS, PEDIATRICIANS, SOCIAL WORKERS, ELEMENTARY SCHOOL EDUCATORS, PSYCHOLOGISTS, AND MANY OTHER RELATED DISCIPLINES. IN SPITE OF THE PROBLEM OF COMMUNICATION AMONG THE SEVERAL PROFESSIONAL DISCIPLINES AND THE LIMITED TIME ALLOTMENT, SEVERAL SIGNIFICANT RESEARCH NEEDS WERE IDENTIFIED. WHILE THE PARTICIPANTS AGREED THAT GUIDANCE PROGRAMS WILL HAVE TO BE ADAPTED TO LOCAL NEEDS AND CONDITIONS, SOME BASIC PRACTICES AND PROCEDURES SHOULD BE RESEARCHED FOR THE PURPOSE OF FORMULATING SPECIFIC RECOMMENDATIONS FOR IMPROVING THE ACTIVITIES OF COUNSELORS AND DEVELOPING APPROPRIATE PERSONNEL TRAINING PROGRAMS. THE NEED FOR ADDITIONAL CONFERENCES OF THIS NATURE WAS MADE APPARENT BOTH BY THE REACTION OF THE PARTICIPANTS AND THE LIST OF TOPICS SUGGESTED FOR INVESTIGATION. APPENDIXES INCLUDED THE KEYNOTE ADDRESS "GUIDANCE COUNSELING FROM THE DEVELOPMENTAL POINT OF VIEW" BY L.B. AMES AND THE GENERAL SESSION ADDRESS "RESEARCH DESIGNS--COOPERATIVE RESEARCH GRANTS NOW AVAILABLE--COOPERATIVE RESEARCH PROJECTS RELATED TO ELEMENTARY SCHOOL GUIDANCE" BY R.H. BEEZER. (GC)

ED 002 960

24
PROBLEM SOLVING AND PRIOR LEARNING.
BY- SCANDURA, JOSEPH M.
FLORIDA ST. UNIV., TALLAHASSEE
REPORT NUMBER CRP-S-097 PUB DATE 65
STATE UNIV. OF N.Y., ALBANY, RESEARCH FOUNDATION
GRANT OEG-410209
EDRS PRICE MF-$0.18 HC-$3.04 76P. JOURNAL OF EXPERIMENTAL EDUCATION, 33(2) 1964

DESCRIPTORS- *ACADEMIC ABILITY, *INDIVIDUAL INSTRUCTION, *LEARNING PROCESSES, *PROBLEM SOLVING, ALBANY, BASIC SKILLS, BUFFALO, COLLEGE STUDENTS, FLORIDA, MATHEMATICS, NEW YORK, PACING, RETENTION, SCIENCES, TALLAHASSEE, TASK PERFORMANCE, TRANSFER OF TRAINING,

VARIOUS WAYS WERE EXPLORED BY WHICH PRIOR OR PREREQUISITE LEARNING AFFECTS THE LEARNING OF HIGHER ORDER

(CRITERION) MATERIAL WHICH BUILDS ON PREVIOUS EDUCATIONAL FOUNDATIONS. THE INVESTIGATION WAS CONCERNED WITH THREE INSTRUCTIONAL VARIABLES (PACING, PRACTICE, AND NUMBER OF STAGES IN A LEARNING HIERARCHY) AND THEIR EFFECTS ON LEARNING RETENTION AND TRANSFER OF PROBLEM-SOLVING SKILLS. IN ADDITION, RELATIONSHIPS BETWEEN THESE INPUT VARIABLES WERE EXPLORED. EXPERIMENTS USED IN THE PROJECT WERE ENTITLED AS FOLLOWS--(1) "PROBLEM SOLVING AND PRIOR LEARNING," (2) "ALGORITHM LEARNING AND PROBLEM SOLVING," (3) "PRIOR LEARNING, PRESENTATION ORDER, AND PREREQUISITE PRACTICE IN PROBLEM SOLVING," AND (4) "PREREQUISITE PRACTICE AND CRITERION FORM IN MATHEMATICS LEARNING." THESE EXPERIMENTS WERE RUN ON GROUPS OF 15 TO 40 COLLEGE STUDENTS. THESE SUBJECTS WERE TESTED ON CRITERION, GENERALIZATION, AND NONSPECIFIC TRANSFER TASKS IMMEDIATELY AFTER LEARNING AND, AGAIN, AFTER 5 WEEKS (USING PRACTICE WITH SUBORDINATE MATERIAL AND CRITERION PRACTICE). STANDARD ANALYSIS VARIANCE PROCEDURES PROVIDED THE BASIS FOR MOST OF THE INFERENCES. LEARNING ABILITY WAS FOUND TO BE FAR FROM INNATE. IT DEPENDED FUNDAMENTALLY ON THE AMOUNT OF PREREQUISITE LEARNING ALREADY AVAILABLE. THE NEED FOR FURTHER RESEARCH IN THE FIELD OF INDIVIDUALIZED INSTRUCTION IS STRESSED. (JH)

ED 002 961

24

THE SOCIAL PROBLEMS OF MIGRANT FARM LABORERS--EFFECT OF MIGRANT FARM LABOR ON THE EDUCATION OF CHILDREN.
BY- BROOKS, MELVIN S. HILGENDORF, ROBERT L.
SOUTHERN ILLINOIS UNIV., CARBONDALE
REPORT NUMBER CRP-401 PUB DATE OCT 60
EDRS PRICE MF-$0.36 HC-$10.36 259P.

DESCRIPTORS- *AGRICULTURAL LABORERS, *MIGRANT CHILDREN, *MIGRANT WORKERS, *SOCIAL PROBLEMS, *SOCIOECONOMIC STATUS, ASPIRATION, ATTITUDES, CARBONDALE, FAMILY CHARACTERISTICS, FEDERAL LEGISLATION, HEALTH, ILLINOIS, LIVING STANDARDS, LOW INCOME, MIGRANT EDUCATION, MOBILITY, RACIAL DIFFERENCES,

MIGRANT LABORERS WHO PICKED STRAWBERRIES IN SOUTHERN ILLINOIS IN THE SPRING OF 1958 WERE SURVEYED. THIS PARTICULAR SAMPLE WAS SELECTED FOR STUDY BECAUSE FAR MORE CHILDREN ARE INVOLVED IN THE HARVEST OF STRAWBERRIES THAN IN ANY OTHER FARM TASK OF THE AREA. MIGRANTS WHO WERE INTERVIEWED WERE SELECTED BY SYSTEMATIC RANDOM SAMPLING--A PROCEDURE THAT WORKED WELL FOR MIGRANTS WHO HAD FAMILIES. SINGLE WORKERS WERE UNREPRESENTED IN THE FINAL SAMPLE OF OVER 200 CASES. INFORMATION WAS ALSO GATHERED FROM ABOUT 60 COOPERATING FARMERS AND FROM SCHOOL RECORDS OF THE MIGRANT CHILDREN. DATA WERE OBTAINED ON FAMILY COMPOSITION, EDUCATION, WORK, INCOME, MOBILITY, HEALTH, LIVING CONDITIONS WHILE WORKING IN SOUTHERN ILLINOIS, ASPIRATIONS, PLANS, AND ATTITUDES. SPECIAL ATTENTION WAS DEVOTED TO OBTAINING ACCURATE DATA ON THE EDUCATION OF THE CHILDREN. ANALYSES WERE CONDUCTED ON THE BASES OF (1) ALL CASES, (2) COMPARISONS BETWEEN WHITES AND NONWHITES, AND (3) COMPARISONS BETWEEN SEMIMOBILE AND MOBILE WHITES. THE LOW SOCIOECONOMIC STATUS AMONG THE MIGRANT FARM WORKERS WAS FOUND NOT TO BE CAUSED BY WORKER INFERIORITY (ONLY A MINORITY BEING MARKEDLY INFERIOR), BUT BY A WIDE VARIETY OF ECONOMIC AND CULTURAL FACTORS. ARGUMENTS FOR AND AGAINST SELECTED ISSUES ON THE GENERAL PROBLEM OF FARM WORKERS WERE PRESENTED, INCLUDING EXTENSION OF FEDERAL MINIMUM WAGE-RATE LEGISLATION TO AGRICULTURAL EMPLOYMENT, DISCONTINUANCE OF IMPORTATION OF FARM LABORERS FROM MEXICO, FEDERAL ASSISTANCE FOR SUMMER SCHOOLS FOR MIGRANT CHILDREN, FURTHER CHILD LABOR LEGISLATION, AND LEGISLATION SETTING MINIMUM HOUSING STANDARDS FOR FARM LABORERS. ON THE BASIS OF SURVEY FINDINGS. RECOMMENDATIONS FOR FUTURE MIGRANT FARM LABOR RESEARCH WERE DEVELOPED AND CATEGORIZED. (JH)

ED 002 962

24

ADAPTING INSTRUCTION TO THE LEARNING NEEDS OF CHILDREN IN THE INTERMEDIATE GRADES.
BY- DURRELL, DONALD D. AND OTHERS
BOSTON UNIV., MASS., SCH. OF EDUCATION
REPORT NUMBER CRP-407 PUB DATE DEC 59
EDRS PRICE MF-$0.18 HC-$3.32 83P. BOSTON UNIV. JOURNAL OF EDUCATION, 142(2)

DESCRIPTORS- *ACHIEVEMENT, *EDUCATIONAL RESOURCES, *INSTRUCTIONAL IMPROVEMENT, *PERSONAL ADJUSTMENT, *SOCIAL ADJUSTMENT, BOSTON, DEDHAM, GRADE 4, GRADE 5, GRADE 6, MASSACHUSETTS,

THE EFFECT OF CHILDREN'S ACHIEVEMENT AND SOCIAL AND PERSONAL ADJUSTMENT UNDER A PROGRAM OF ADAPTED INSTRUCTION WAS INVESTIGATED. A SAMPLE INVOLVING ABOUT 700 STUDENTS WITH 30 DIFFERENT TEACHERS WAS USED. METHODS OF DIFFERENTIATED INSTRUCTION WERE PRESENTED TO THE TEACHERS IN A 3-DAY WORKSHOP TO THE OPENING OF SCHOOL. SUCH METHODS CONSISTED OF (1) ADJUSTMENTS TO ABILITY LEVEL, (2) ADJUSTMENTS TO LEARNING RATES, (3) SPECIAL SKILLS NEEDED, (4) SELF-DIRECTION AND SOCIAL LEARNING, AND (5) ENRICHING LEARNING AND MAKING IT SIGNIFICANT. ALL TEACHERS IMPROVED THEIR TECHNIQUES OF ADAPTING INSTRUCTION TO THE VARYING NEEDS OF CHILDREN. SCHOOL SUBJECTS DIFFERED IN THEIR ADAPTABILITY TO INDIVIDUALIZED PROGRAMS OF INSTRUCTION. THE PROGRAM RESULTED IN SIGNIFICANT IMPROVEMENTS IN ACHIEVEMENT IN GRADES 5 AND 6, BUT NOT IN GRADE 4. (TC)

ED 002 963

24

EXPLORATIONS INTO THE COLLEGE PLANS AND EXPERIENCES OF HIGH SCHOOL GRADUATES, A STATEWIDE INQUIRY.
BY- LITTLE, J. KENNETH AND OTHERS
WISCONSIN UNIV., MADISON, SCH. OF EDUC.
REPORT NUMBER CRP-485 PUB DATE SEP 59
EDRS PRICE MF-$0.18 HC-$4.92 123P.

DESCRIPTORS- *ACADEMIC PERFORMANCE, *COLLEGE ADMISSION, *HIGH SCHOOL GRADUATES, *PARENT REACTION, *TEACHER GUIDANCE, ECONOMIC OPPORTUNITIES, MADISON, POST HIGH SCHOOL GUIDANCE, QUESTIONNAIRES, WISCONSIN,

THIS STUDY ATTEMPTED TO DISCOVER THE CIRCUMSTANCES WHICH BRING ABOUT SCHOOL AND COMMUNITY DIFFERENCES IN THE PROPORTION OF WISCONSIN HIGH SCHOOL GRADUATES WHO GO TO COLLEGE. THE CHARACTERISTICS OF HIGHLY ABLE YOUTHS WHO DID NOT CONTINUE THEIR SCHOOLING BEYOND HIGH SCHOOL WERE COMPARED WITH THOSE WHO BEGAN COLLEGE, COMPLETED COLLEGE, AND CONTINUED IN GRADUATE SCHOOL. QUESTIONNAIRES WERE USED TO GATHER DATA ON 500 WISCONSIN HIGH SCHOOL GRADUATES OF THE 1957 CLASS. HIGH SCHOOL GRADUATES WHO ELECTED TO ATTEND COLLEGE DIFFERED FROM THOSE WHO DID NOT IN THE FOLLOWING CHARACTERISTICS--(1) SCHOLASTIC APTITUDE, (2) SCHOLASTIC ACHIEVEMENT, (3) OCCUPATION OF PARENTS, (4) EDUCATIONAL ATTAINMENT OF PARENTS, (5) ECONOMIC STATUS OF FAMILY, (6) ENCOURAGEMENT BY TEACHERS, (7) ENCOURAGEMENT BY PARENTS, (8) PLANS OF CLOSE FRIENDS, AND (9) OPINIONS ABOUT THE VALUE OF GOING TO COLLEGE. (TC)

ED 002 964 24

THE SUBSTRATA-FACTOR THEORY--SUBSTRATA FACTOR DIFFERENCES UNDERLYING READING ABILITY IN KNOWN-GROUPS.
BY- HOLMES, JACK A. SINGER, HARRY
CALIFORNIA UNIV., BERKELEY
REPORT NUMBER CRP-538 PUB DATE 61
CONTRACT OEC-SAE-8176
EDRS PRICE MF-$0.54 HC-$14.88 372P.

DESCRIPTORS- *BEHAVIOR PATTERNS, *GROUP DYNAMICS, *READING ABILITY, *READING COMPREHENSION, *READING SPEED, ACADEMIC PERFORMANCE, BEHAVIORAL SCIENCES, BERKELEY, CALIFORNIA, HIGH SCHOOL STUDENTS, INDIVIDUAL CHARACTERISTICS, INTELLIGENCE DIFFERENCES, PERSONAL INTERESTS, PSYCHOLOGICAL PATTERNS, SEX DIFFERENCES,

THIS EXPERIMENT WAS DESIGNED TO FURTHER EARLIER INVESTIGATIONS OF THE GENERAL "SUBSTRATA-FACTOR THEORY OF READING" AND TO TEST TWO HYPOTHESES AT THE HIGH SCHOOL LEVEL OF SUCH KNOWN-GROUPS AS (1) TOTAL, (2) BOYS VERSUS GIRLS, (3) BRIGHT VERSUS DULL, (4) FAST VERSUS SLOW READERS, AND (5) POWERFUL VERSUS NONPOWERFUL READERS. THE MAJOR HYPOTHESIS STATED THAT DIFFERENT KNOWN-GROUPS USE DIFFERENT SUBSTRATA-FACTOR HIERARCHIES FOR THE PURPOSE OF READING WITH SPEED AND/OR POWER. THE MINOR HYPOTHESIS WAS THAT A PERSON MUST LEARN TO READ BY LEARNING TO INTEGRATE THAT CHARACTERISTIC HIERARCHY OR WORKING-SYSTEM OF SUBSTRATA FACTORS WHICH WILL MAXIMIZE THE USE OF HIS STRONG ABILITIES OR SKILLS AND MINIMIZE THE USE OF HIS WEAK ONES. APPROXIMATELY 50 INDEPENDENT TEST VARIABLES WERE USED FOR DIAGNOSTIC COMPARISON AMONG THE KNOWN-GROUPS OF THE STUDY. THE MAJOR CATEGORIES OF THESE VARIABLES CONSISTED OF MENTAL ABILITIES, LINGUISTIC ABILITIES, VERBAL PERCEPTION, LISTENING COMPREHENSION, ELEMENTS OF MUSICAL ABILITY, ACADEMIC ATTITUDES-HABITS, INTERESTS, EMOTIONAL AND SOCIAL PROBLEMS, MUSICAL APPRECIATION, AND CHRONOLOGICAL AGE. CENTROID FACTOR ANALYSES WERE MADE OF THE CORRELATION MATRICES OBTAINED FOR THE TOTAL AND KNOWN-GROUPS, AND THESE RESULTS WERE COMPARED WITH THE RESULTS OF THE SUBSTRATA ANALYSES. THESE STUDIES GAVE CONCLUSIVE PROOF OF THE CORRECTNESS OF THE MAJOR HYPOTHESIS. AS A GENERAL STATEMENT, THE MINOR HYPOTHESIS WAS NOT SUBSTANTIATED, BUT MEANS WERE PROVIDED BY ACCUMULATED STUDY EVIDENCE TO MODIFY THE HYPOTHESIS IN ORDER TO MAKE IT VALID. A SYNTHESIS OF CENTROID AND SUBSTRATA FACTORS WAS THEN MADE AND A PRELIMINARY FOUNDATION OF READING ABILITY CRITERIA PREPARED. (JH)

ED 002 965 24

INVESTIGATIONS OF THE CHARACTERISTICS OF PROGRAMED LEARNING SEQUENCES.
BY- GLASER, ROBERT AND OTHERS
PITTSBURGH UNIV., PA.
REPORT NUMBER CRP-691 PUB DATE OCT 61
EDRS PRICE MF-$0.27 HC-$7.72 193P.

DESCRIPTORS- *AUTOINSTRUCTIONAL AIDS, *AUTOINSTRUCTIONAL METHODS, *AUTOINSTRUCTIONAL PROGRAMS, *LEARNING THEORIES, *PROGRAMED INSTRUCTION, BEHAVIOR, EDUCATIONAL RESEARCH, PENNSYLVANIA, PHONOTAPE RECORDINGS, PITTSBURGH, PROGRAMED TEXTS, PROGRAMING, REINFORCEMENT, STIMULUS BEHAVIOR,

THIS STUDY SOUGHT TO IDENTIFY THOSE PROGRAM CHARACTERISTICS WHICH PRODUCE MAXIMUM LEARNING WITH SELF-TUTORING DEVICES. AIMS OF THE 2-YEAR PROJECT WERE (1) TO DEVELOP PROCEDURES FOR ANALYZING SUBJECT MATTER FOR CONVERTING IT INTO PROGRAMED LEARNING SEQUENCES, AND (2) TO CARRY OUT EXPERIMENTAL COMPARISONS BETWEEN SELECTED VARIATIONS OF PROGRAMED SEQUENCES. THE STUDY WAS COMPOSED OF 9 SEPARATE EXPERIMENTAL PROJECTS CONDUCTED OVER A 2-YEAR PERIOD. THEY ARE (1) DEVELOPMENT OF THE RULEG SYSTEM FOR THE CONSTRUCTION OF PROGRAMED VERBAL LEARNING SEQUENCES, (2) AN INVESTIGATION OF TEACHING MACHINE VARIABLES USING LEARNING PROGRAMS IN SYMBOLIC LOGIC, (3) A STUDY OF THE EFFECTS OF PARTIAL REINFORCEMENT ON BEHAVIOR IN A PROGRAMED LEARNING SITUATION, (4) A COMPARISON OF THREE METHODS OF PROGRAMING SUBJECT MATERIAL FOR AUTOINSTRUCTION, (5) THE APPLICATION OF PROGRAMED LEARNING TECHNIQUES TO SELECTED MATERIAL IN A PROFESSIONAL CURRICULUM (A STUDY OF RETENTION EFFECTS), (6) AN INVESTIGATION OF VISUAL VERSUS AUDITORY PROGRAMING IN TEACHING FOREIGN LANGUAGE PRONUNCIATION, (7) DEVELOPMENT OF A VOCABULARY PROGRAM USING LANGUAGE REDUNDANCY, (8) AN EXPLORATORY EVALUATION OF A DISSEMINATIVE TRANSFER-LEARNING PROGRAM USING LITERAL PROMPTS, AND (9) DEVELOPMENT OF SYMBOLS FOR USE IN THE EDITING OF PROGRAMED LEARNING SEQUENCES. THE IMPLICATIONS OF THE PROJECT POINTED OUT FIVE RESEARCH PROBLEM AREAS IN PROGRAMED LEARNING. (HB)

ED 002 966 24

INSTITUTIONALIZATION AND PSYCHO-EDUCATIONAL DEVELOPMENT OF DEAF CHILDREN.
BY- QUIGLEY, STEPHEN FRISINA, D. ROBERT
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.
REPORT NUMBER CRP-685 PUB DATE 61
GALLAUDET COLLEGE, WASHINGTON, D.C.
EDRS PRICE MF-$0.09 HC-$2.32 58P. CFC RESEARCH MONOGRAPH SERIES A, NO. 3

DESCRIPTORS- *DEAF CHILDREN, *EMOTIONAL ADJUSTMENT, *INSTITUTIONAL ENVIRONMENT, *ORAL COMMUNICATION, *SOCIAL ADJUSTMENT, COMPARATIVE ANALYSIS, DEAF EDUCATION, DISTRICT OF COLUMBIA, INSTITUTIONAL SCHOOLS, VERBAL ABILITY,

THE OBJECTIVE WAS TO DETERMINE IF RESIDENTIAL STUDENTS IN INSTITUTIONS FOR THE DEAF PERFORM AT A LOWER LEVEL ON MEASURES OF ACADEMIC ACHIEVEMENT, SOCIAL MATURITY, AND COMMUNICATION ABILITY THAN A SIMILAR GROUP OF STUDENTS WHO ARE DAY STUDENTS AT THE SAME INSTITUTIONS. SAMPLES OF RESIDENTIAL AND DAY STUDENTS AT 15 INSTITUTIONS EDUCATING DEAF CHILDREN WERE MEASURED AND TESTED. THE EXPERIMENTAL VARIABLES SELECTED FOR MEASUREMENT WERE COMMUNICATION ABILITY IN THE ENGLISH LANGUAGE, EDUCATIONAL ACHIEVEMENT, AND PSYCHO-SOCIAL ADJUSTMENT. CONCLUSIONS OF THE STUDY ARE THAT THERE IS NO EVIDENCE THAT LIVING IN RESIDENTIAL SCHOOLS IS GENERALLY DETRIMENTAL TO THE DEVELOPMENT OF DEAF CHILDREN AND THAT RESIDENTIAL SCHOOL LIVING IS NOT IDENTICAL TO THE TYPE OF ENVIRONMENT WHICH HAS BEEN TERMED INSTITUTIONALIZATION. THE STUDY DID REVEAL MAJOR DIFFERENCES IN ORAL COMMUNICATION ABILITY IN FAVOR OF DAY STUDENTS. THESE DIFFERENCES APPEAR TO BE MORE UNDERSTANDABLE IN TERMS OF "ORALNESS OF ENVIRONMENT" RATHER THAN IN TERMS OF INSTITUTIONALIZATION. (TC)

ED 002 967 24

A BASIC RESEARCH PROGRAM ON READING.
BY- LEVIN, HARRY AND OTHERS
CORNELL UNIV., ITHACA, N.Y.
REPORT NUMBER CRP-639
EDRS PRICE MF-$0.54 HC-$15.72 393P.

DESCRIPTORS- #EDUCATIONAL EXPERIMENTS, #LEARNING EXPERIENCE, #READING DEVELOPMENT, #READING PROCESSES, #READING RESEARCH, EXPERIMENTAL PROGRAMS, ITHACA, NEW YORK, PHONETICS, SPELLING, WRITING,

A THEORETICAL ANALYSIS OF THE READING PROCESS, BOTH PSYCHOLOGICAL AND LINGUISTIC, AND THE STUDIES DEVELOPING FROM THE ANALYSIS FORMED THE BASIS FOR THIS RESEARCH PROGRAM ON READING. A RESEARCH GROUP WAS ORGANIZED AS A LOOSE FEDERATION WITH EACH OF THE PRINCIPAL INVESTIGATORS PURSUING HIS OWN IDEAS AND TAKING RESPONSIBILITY FOR THEM. THE COMPLETED STUDIES (22 IN NUMBER) ARE PRESENTED IN THE REPORT, FALLING INTO SEVERAL GROUPS. GROUP ONE COVERED THE ACQUISITION OF READING SKILL THROUGH SUCH ACTIVITIES AS (1) LEARNING TO SPEAK ONE'S LANGUAGE, (2) DISCRIMINATION OF LETTERS, (3) LEARNING TO DECODE GRAPHIC SYMBOLS TO THEIR APPROPRIATE SPEECH SYMBOLS, AND (4) FORMING OR DISCOVERING HIGHER UNITS FOR RAPID READING. GROUP TWO DISCUSSED (1) THE RELATIONSHIP BETWEEN READING AND WRITING, (2) THE LEARNING OF GRAPHEME-TO-PHONEME CORRESPONDENCES, AND (3) THE SOURCES OF CONFUSION ERRORS IN THE RECOGNITION OF WORD FORMS. GROUP THREE DISCUSSED THE ROLE PLAYED BY VARIOUS TYPES OF STIMULUS ATTRIBUTES WHEN THEY ARE PRESENT AS COMPETING CUES IN TASKS REQUIRING A CHILD TO MAKE COMPARATIVE SIMILARITY JUDGMENTS. GROUP FOUR ANALYZED SOME OF THE IMPLICATIONS OF LINGUISTICS FOR THE PROCESS OF READING. GROUP FIVE COVERED RESEARCH AIMED AT THE EMPIRICAL DEFINITIONS OF UNITS IN LANGUAGE. (AW)

ED 002 968 24

A STUDY OF THE EFFECTS OF COMMUNITY AND INSTITUTIONAL SCHOOL CLASSES FOR TRAINABLE MENTALLY RETARDED CHILDREN.
BY- CAIN, LEO F. AND OTHERS
SAN FRANCISCO STATE COLL., CALIF.
REPORT NUMBER CRP-589 PUB DATE JUN 61
CONTRACT OEC-SAE-8257
EDRS PRICE MF-$0.36 HC-$10.48 262P.

DESCRIPTORS- #ENVIRONMENT, #PUBLIC EDUCATION, #SOCIAL DEVELOPMENT, #TRAINABLE MENTALLY HANDICAPPED, CALIFORNIA, FAMILY ENVIRONMENT, INSTITUTIONAL ENVIRONMENT, MENTAL RETARDATION, OUT OF SCHOOL YOUTH, PARENT CHILD RELATIONSHIP, RETARDED CHILDREN, SAN FRANCISCO,

THE MAJOR HYPOTHESIS OF THIS PROJECT WAS THAT TRAINABLE MENTALLY RETARDED CHILDREN ATTENDING SCHOOL PROGRAMS, WHETHER LIVING AT HOME OR IN AN INSTITUTION, WOULD SHOW GREATER INCREMENTS OF SOCIAL COMPETENCE OVER A PERIOD OF TIME THAN COMPARABLE CHILDREN NOT ATTENDING SUCH PROGRAMS. IT WAS ALSO SUGGESTED THAT PARENTS OF RETARDATES WHO ATTEND PUBLIC SCHOOL CLASSES IN THEIR COMMUNITIES WOULD SHOW GREATER INCREMENTS OF ADAPTABILITY THAN THOSE WHOSE CHILDREN DO NOT ATTEND SUCH CLASSES. FROM ABOUT 180 CHILDREN, 4 GROUPS WERE FORMED--(1) COMMUNITY CONTROL, (2) COMMUNITY EXPERIMENTAL, (3) INSTITUTIONAL CONTROL, AND (4) INSTITUTIONAL EXPERIMENTAL. THE EXPERIMENTAL GROUPS ATTENDED PUBLIC SCHOOL CLASSES FOR TRAINABLE CHILDREN WHILE THE CONTROL GROUPS DID NOT. RATINGS ON THE CRITERION MEASURES WERE OBTAINED AT THE INITIATION AND CONCLUSION OF THE 2-YEAR EXPERIMENTAL PERIOD. PARENTS OF THE COMMUNITY GROUPS WERE VISITED AND INTERVIEWED FOUR TIMES DURING THE PROJECT PERIOD. ANALYSIS OF FINDINGS SHOWED SIGNIFICANT INCREASES IN THE SOCIAL COMPETENCY DEVELOPMENT FOR THE COMMUNITY GROUPS AND COMPARABLE DECREASES FOR THE SAME IN THE INSTITUTIONAL GROUPS. DEVELOPMENTAL DIFFERENCES BETWEEN THE SCHOOL AND NONSCHOOL CHILDREN, WHETHER LIVING AT HOME OR NOT, WERE INSIGNIFICANT. IT WAS THEREFORE CONCLUDED THAT SCHOOL PROGRAMS FOR TRAINABLE MENTAL RETARDATES WERE INADEQUATE IN FOSTERING SOCIAL COMPETENCY DEVELOPMENT. ALSO, THE ENVIRONMENT OF A HOME APPEARED TO BE MUCH MORE STIMULATING FOR THIS SOCIAL DEVELOPMENT THAN THE INSTITUTIONAL ENVIRONMENT. PARENTAL ADAPTABILITY APPEARED NOT TO BENEFIT WHEN CHILDREN ATTENDED SCHOOL, POSSIBLY BECAUSE OF LACK OF PARENT-TEACHER CONTACTS AS WELL AS INADEQUACY OF THE FEW CONTACTS THAT OCCURRED. (JH)

ED 002 969 24

RESPONSES OF BRIGHT, NORMAL, AND RETARDED CHILDREN TO LEARNING TASKS.
BY- CARRIER, NEIL A. AND OTHERS
SOUTHERN ILLINOIS UNIV., CARBONDALE
REPORT NUMBER CRP-578 PUB DATE 61
EDRS PRICE MF-$0.27 HC-$5.72 143P.

DESCRIPTORS- #EMOTIONAL PROBLEMS, #INTELLIGENCE, #LEARNING PROCESSES, #MOTIVATION, #PERFORMANCE, ANXIETY, CARBONDALE, CHILDREN'S MANIFEST ANXIETY SCALE, ILLINOIS, RELATIONSHIP,

THE RELATIONSHIPS AMONG THE VARIABLES OF INTELLIGENCE, LEARNING TASK PERFORMANCE, EMOTIONAL TENSION, AND TASK MOTIVATION WERE STUDIED. ABOUT 120 BRIGHT, NORMAL, AND RETARDED CHILDREN PERFORMED SIX TRIALS OF NUMBER LEARNING, CONCEPT FORMATION, PROBLEM SOLVING, PERCEPTUAL-MOTOR COORDINATION, AND VERBAL LEARNING TASKS. DURING THE LEARNING SESSIONS, SIMULTANEOUS AND CONTINUOUS MEASURES WERE RECORDED OF SUBJECT RESPONSES, INCLUDING GALVANIC SKIN RESISTANCE, IMPEDANCE PLETHYSMOGRAPH FINGER VOLUME, AND RESPIRATION RATE AND AMPLITUDE. CONCURRENTLY, THE AMOUNT AND KIND OF TASK-IRRELEVANT MOVEMENTS DISPLAYED BY THE SUBJECTS WERE OBSERVED AND TALLIED WITH RESPECT TO BODY-PART CATEGORIES. SEVERAL DAYS AFTER THE SESSIONS EACH SUBJECT RESPONDED TO AN ORAL AND INDIVIDUAL ADMINISTRATION OF THE "CHILDREN'S MANIFEST ANXIETY SCALE." ASSESSMENT OF TASK MOTIVATION WAS ACCOMPLISHED THROUGH THE ADMINISTRATION OF A QUESTIONNAIRE SEGMENT AT THE BEGINNING AND END OF THE LEARNING SESSIONS AND AT THE END OF EACH TASK-TYPE DURING THE SESSIONS. DATA OBTAINED DURING THE STUDIES WERE ANALYZED, AND THE RESULTS WERE APPLIED TO PRE-ESTABLISHED HYPOTHESES PREDICTING RELATIONSHIPS AMONG THE MAJOR PROJECT VARIABLES. THE INTELLIGENCE-PERFORMANCE RELATIONSHIP WAS SHOWN TO BE POSITIVE IN BOTH COGNITIVE AND MANIPULATIVE SKILLS (THE COGNITIVE SKILL PROVING MORE DIFFICULT, HOWEVER). THE GENERAL ANXIETY QUESTIONNAIRE GAVE THE SOLE SUBSTANTIAL SUPPORT TO THE PREDICTED NEGATIVE INTELLIGENCE-EMOTIONAL TENSION RELATIONSHIP. ONLY WEAK SUPPORT WAS FOUND ON ISOLATED MEASURES FOR (1) INTELLIGENCE-TASK MOTIVATION (POSITIVE), (2) EMOTIONAL TENSION-PERFORMANCE (NEGATIVE), AND (3) MOTIVATION-PERFORMANCE (POSITIVE). IN ADDITION, A PREDICTED NEGATIVE EMOTIONAL TENSION-TASK MOTIVATION RELATIONSHIP WAS

NOT BORNE OUT. (JH)

ED 002 970 24

THE LANGUAGE OF ELEMENTARY SCHOOL CHILDRFN--ITS RELATIONSHIP TO THE LANGUAGE OF READING TEXTBOOKS AND THE QUALITY OF READING OF SELECTED CHILDREN.
BY- STRICKLAND, RUTH G.
INDIANA UNIV., BLOOMINGTON, SCH. OF EDUCATION
REPORT NUMBER CRP-561 PUB DATE JUL 62
CONTRACT OEC-SAE-8171
EDRS PRICE MF-$0.27 HC-$5.88 147P. BULLETIN OF THE SCHOOL OF EDUCATION, INDIANA UNIV., 38 (4)

DESCRIPTORS- *LANGUAGE PATTERNS, *LINGUISTIC PATTERNS, *ORAL ENGLISH, *READING MATERIALS, *SPEECH HABITS, BLOOMINGTON, EDUCATIONAL QUALITY, ELEMENTARY SCHOOL STUDENTS, GRAMMAR, INDIANA, PHONOLOGY, READING SKILLS, SPEECH SKILLS, TEXTBOOKS,

THIS STUDY WAS DESIGNED TO (1) ANALYZE THE ORAL LANGUAGE STRUCTURE OF FIRST- THROUGH SIXTH-GRADE CHILDREN, (2) COMPARE THAT STRUCTURE WITH THE LANGUAGE STRUCTURE IN BOOKS BY WHICH CHILDREN ARE TAUGHT TO READ, AND (3) ASCERTAIN, AT THE SECOND-GRADE LEVEL, THE INFLUENCE OF ANY DETERMINED DIFFERENCES ON THE QUALITY OF READING, READING INTERPRETATION, AND LISTENING SKILLS OF CHILDREN. THE ORAL LANGUAGE OF ALMOST 600 CHILDREN WAS FIRST RECORDED AND THEN ANALYZED FOR SYNTACTIC STRUCTURE. THESE LANGUAGE PATTERNS WERE THEN COMPARED TO THOSE USED IN CERTAIN SETS OF READING TEXTBOOKS AND TO SPECIFIC PREDETERMINED STANDARDS OF READING QUALITY. RESULTS FROM AN ANALYSIS OF THESE DATA SHOWED GREAT FLEXIBILITY IN THE ORAL LANGUAGE PATTERNS USED BY THE SUBJECTS. IT SEEMED SAFE TO CONCLUDE THAT CHILDREN LEARN THE BASIC STRUCTURES OF THEIR LANGUAGE AT AN EARLY AGE. FINDINGS ALSO SHOWED THAT THE ORAL LANGUAGE CHILDREN USE IS FAR MORE ADVANCED THAN THE BOOK LANGUAGE IN WHICH THEY ARE TAUGHT TO READ. FURTHER STUDY WAS RECOMMENDED TO DETERMINE WHETHER OR NOT BOOK LANGUAGE, USED CURRENTLY IN THE ELEMENTARY READING CURRICULUM, SHOULD BE MODIFIED TO THE LEVELS AT WHICH STUDENTS SPEAK. IT WAS ALSO SUGGESTED THAT ADDITIONAL WORK BE DONE IN HELPING CHILDREN TO RECOGNIZE AND UNDERSTAND THE ENTIRE PHONEMIC SCHEME OF ENGLISH SO AS TO TURN THE STIMULUS OF PRINTED SYMBOLS INTO ORAL LANGUAGE PATTERNS FOR BOTH COMPREHENSION AND INTERPRETATION. NO EVIDENCE WAS OBTAINED IN THIS STUDY REGARDING THE RELATIONSHIPS EXISTING BETWEEN A CHILD'S USE OF SPEECH PATTERNS AND THE NUMBER OF GRAMMATICAL ERRORS IN SPEAKING. (JH)

ED 002 971 24

THE EFFECT OF TELEVISION INSTRUCTION ON INDIVIDUAL LEARNING CURVES.
BY- STAKE, ROBERT E.
NEBRASKA UNIV., LINCOLN
REPORT NUMBER CRP-573 PUB DATE NOV 59
CONTRACT OEC-SAE-8190
EDRS PRICE MF-$0.09 HC-$1.68 42P.

DESCRIPTORS- *ACHIEVEMENT GAINS, *COMPARATIVE ANALYSIS, *CONVENTIONAL INSTRUCTION, *EDUCATIONAL TELEVISION, *TELEVISED INSTRUCTION, HIGH SCHOOL STUDENTS, LEARNING ACTIVITIES, LINCOLN, NEBRASKA, OPEN CIRCUIT TELEVISION, SPANISH, VOCABULARY DEVELOPMENT,

THIS RESEARCH WAS DESIGNED TO TEST THE HYPOTHESIS THAT THERE IS NO DIFFERENCE BETWEEN FORMAL LEARNING CURVES OF STUDENTS TAUGHT SPANISH IN A TELEVISION-CORRESPONDENCE COURSE AND THOSE TAUGHT SPANISH IN THE CONVENTIONAL MANNER. AN EXPERIMENTAL GROUP OF OVER 20 STUDENTS IN 5 SMALL HIGH SCHOOLS WAS GIVEN INSTRUCTION IN SPANISH FOR 1 YEAR, ENTIRELY BY OPEN CIRCUIT TELEVISION. THREE CONTROL GROUPS (TAUGHT SPANISH IN THE CONVENTIONAL MANNER) WERE FORMED AS FOLLOWS--(1) OVER 30 STUDENTS FROM 3 SMALL HIGH SCHOOLS, (2) ABOUT 100 STUDENTS FROM A LARGE HIGH SCHOOL IN A PARTIALLY SPANISH-SPEAKING COMMUNITY, AND (3) APPROXIMATELY 15 STUDENTS IN A COLLEGE CLASS. ALL GROUPS RECEIVED THE SAME INSTRUCTIONAL PROGRAM, A 1-YEAR ELEMENTARY SPANISH COURSE. THE VOCABULARY ABILITY OF EACH GROUP WAS ASSESSED EVERY 2 WEEKS WITH A 15-MINUTE QUIZ. LEARNING CURVES WERE GENERATED ANALYTICALLY, USING A MODIFIED RATIONAL HYPERBOLA MODEL, BASED ON THE QUIZ RESULTS. SIGNIFICANT GROUP DIFFERENCES WERE NOTED WITH REGARD TO LEVEL OF ACHIEVEMENT. AT THE BEGINNING OF THE PROJECT, THE LARGE CONTROL GROUP WAS MORE PROFICIENT THAN EITHER THE SMALL SCHOOL CONTROL OR EXPERIMENTAL GROUPS (WHICH WERE ABOUT THE SAME). BY THE END OF THE FIRST SEMESTER OF WORK, THE SMALL HIGH SCHOOL CONTROL GROUP HAD PASSED THE LARGE SCHOOL CONTROL GROUP, BUT THE EXPERIMENTAL SUBJECTS WERE SIGNIFICANTLY BEHIND BOTH. THESE FIRST SEMESTER DIFFERENCES WERE MAGNIFIED EVEN MORE AT THE END OF THE SCHOOL YEAR. THE SIGNIFICANTLY POORER ACHIEVEMENT BY THE EXPERIMENTAL GROUP WAS BRIEFLY ASSESSED TO DETERMINE PROBABLE CAUSES. IT WAS APPARENT THAT MORE STUDY WAS NEEDED IN ORDER TO ESTABLISH A PROPER ROLE FOR EDUCATIONAL TELEVISION. (JH)

ED 002 972 24

PROBLEM-SOLVING PROFICIENCY AMONG ELEMENTARY SCHOOL TEACHERS, III. TEACHERS OF READING GRADES 2-5.
BY- WADE, EUGENE W.
INDIANA UNIV., BLOOMINGTON, INST. OF EDUC. RES.
REPORT NUMBER CRP-419-3 PUB DATE JAN 61
EDRS PRICE MF-$0.09 HC-$1.84 46P.

DESCRIPTORS- *PROBLEM SOLVING, *READING INSTRUCTION, *SKILL DEVELOPMENT, *TEACHER EVALUATION, *TEST VALIDITY, BLOOMINGTON, EFFECTIVE TEACHING, ELEMENTARY SCHOOL TEACHERS, INDIANA, INTELLIGENCE, READING COMPREHENSION, TEACHING QUALITY, TEST CONSTRUCTION,

A RELIABLE NORMATIVE TEST COVERING A SAMPLE OF TEACHING SKILLS IN READING INSTRUCTION FOR GRADES 2-5 WAS CONSTRUCTED AND VALIDATED. THE HYPOTHESIS WAS MADE THAT TEACHERS BECOME MORE SKILLFUL IN SOLVING TEACHING PROBLEMS AS THEY GAIN EXPERIENCE. IT WAS SUGGESTED THAT A VALID TEST OF TEACHER SKILLS IN READING SHOULD THEREFORE REFLECT THIS PROCESS. SAMPLES OF TEACHERS, STUDENT TEACHERS, AND EDUCATION UNDERGRADUATES WERE TESTED AND COMPARED, CROSS SECTIONALLY, ON EACH OF NINE SUBTESTS AND ON A TOTAL TEST SCORE. ALL COMPARISONS REVEALED HIGHER PROFICIENCY AMONG THE MORE EXPERIENCED ON THE TOTAL TEST SCORES, ALTHOUGH SOME DISCREPANCY WAS FOUND IN THE SUBTESTING. SECONDARY CORRELATIONS WERE MADE BETWEEN THE READING-PROBLEMS TEST AND SELECTED INDEPENDENT VARIABLES, PARTICULARLY INTELLIGENCE AND READING COMPREHENSION. RESULTS ALLOWED PRELIMINARY VALIDATION OF THE TEST INSTRUMENT. THIS STUDY WAS DEVELOPED AS THE THIRD OF SEVERAL REPORTS ON COOPERATIVE RESEARCH PROJECT 419. (JH)

ED 002 973 24

PROBLEM SOLVING PROFICIENCY AMONG ELEMENTARY SCHOOL TEACHERS, I. THE DEVELOPMENT OF CRITERIA.
BY- TURNER, RICHARD L. FATTU, NICHOLAS A.
INDIANA UNIV., BLOOMINGTON, INST. OF EDUC. RES.
REPORT NUMBER CRP-419-1 PUB DATE MAY 60
CONTRACT OEC-SAE-7790
EDRS PRICE MF-$0.18 HC-$2.76 69P.

DESCRIPTORS- #BEHAVIOR PATTERNS, #CONCEPT FORMATION, #PROBLEM SOLVING, #TEACHER EVALUATION, #TEACHING QUALITY, BEHAVIOR STANDARDS, BLOOMINGTON, EDUCATIONAL OBJECTIVES, EFFECTIVE TEACHING, ELEMENTARY SCHOOL TEACHERS, INDIANA, TEACHER QUALIFICATIONS,

THE OBJECTIVE OF THIS STUDY WAS TO GATHER AND ANALYZE DATA ABOUT THE PROBLEM-SOLVING PROCESSES OF ELEMENTARY SCHOOL TEACHERS IN ORDER TO DEVELOP AN OPERATIONALLY DEFINED CONCEPT ON THE CRITERIA FOR PROFESSIONAL, HIGH PROFICIENCY QUALITIES IN TEACHERS. THREE QUESTIONS WERE ASKED--(1) WHAT IS AN ELEMENTARY SCHOOL TEACHER, (2) WHAT IS PROBLEM-SOLVING PROFICIENCY, AND (3) IS PROBLEM-SOLVING PROFICIENCY A USEFUL CONCEPT IN STUDYING TEACHER BEHAVIOR. TEACHERS WERE DEFINED AS PROFESSIONAL PERSONS WHO MUST ASSUME AND BE CAPABLE OF ATTAINING CERTAIN EDUCATIONAL OBJECTIVES DESIRED BY LEADERS IN THE PROFESSION. TYPES OF CRITERIA WERE THEN SET UP ACCORDING TO PROBLEM-SOLVING PROFICIENCY. THESE WERE THEN USED IN OUTLINING A PROBLEM-SOLVING PROFICIENCY CONCEPT AND FOR DEVELOPING A DESCRIPTION OF THAT CONCEPT TO DETERMINE THE USEFULNESS OF THE CONCEPT. IT WAS NECESSARY TO IDENTIFY A GROUP OF ELEMENTARY TEACHERS WHO ENJOYED A HIGH LEVEL OF SKILL IN DEFINING AND RESOLVING TEACHING PROBLEMS AND WHO SHOWED IMPROVEMENT IN DEVELOPING THIS SKILL DURING THEIR TENURE AS CLASSROOM AND LABORATORY TEACHERS. IT THEN BECAME POSSIBLE TO CONDUCT EMPIRICAL STUDIES FOR DETERMINING WHETHER OR NOT THE CONCEPT OF PROBLEM-SOLVING PROFICIENCY WAS A SIGNIFICANT CONCEPT. THE CURRENT STUDY STOPS HERE. DEVELOPED CRITERIA WERE APPLIED TO TEACHER SAMPLES IN THE AREAS OF ARITHMETIC AND READING INSTRUCTION. THESE PROCEDURES AND THEIR OUTCOMES ARE DISCUSSED IN ADDITIONAL REPORTS PREPARED UNDER COOPERATIVE RESEARCH PROJECT 419. (JH)

ED 002 974 24

PROBLEM-SOLVING PROFICIENCY AMONG ELEMENTARY SCHOOL TEACHERS, IV. FURTHER INVESTIGATIONS OF TEACHERS OF ARITHMETIC, GRADES 3-6.
BY- TURNER, RICHARD L.
INDIANA UNIV., BLOOMINGTON, INST. OF EDUC. RES.
REPORT NUMBER CRP-419-4 PUB DATE FEB 61
CONTRACT OEC-7790
EDRS PRICE MF-$0.09 HC-$2.08 52P.

DESCRIPTORS- #ARITHMETIC, #ELEMENTARY SCHOOL TEACHERS, #PROBLEM SOLVING, #TEACHER EVALUATION, #TEACHING TECHNIQUES, ALLPORT VERNON LINDZEY STUDY OF VALUES, BLOOMINGTON, EFFECTIVE TEACHING, INDIANA, INTELLIGENCE, MINNESOTA TEACHER ATTITUDE INVENTORY (MTAI), TEACHER CHARACTERISTICS,

THE QUESTION OF THIS STUDY WAS WHETHER PREVIOUSLY FOUND RELATIONSHIPS BETWEEN INTELLIGENCE AND PROBLEM SOLVING WOULD HOLD UP EVEN THOUGH SEVERAL MODIFICATIONS HAD BEEN INTRODUCED INTO THE CRITERION INSTRUMENT. SAMPLES WERE DRAWN FROM BOTH PROFESSIONAL UNDERGRADUATE AND GRADUATE COURSES CONCERNED WITH THE TEACHING OF ARITHMETIC AT INDIANA UNIVERSITY AND FROM SEVERAL INDIANA SCHOOL SYSTEMS. BOTH WERE GIVEN THE CRITERION INSTRUMENT, THE MINNESOTA TEACHER ATTITUDE INVENTORY (MTAI), AND THE "STUDY OF VALUES." FROM THE RESULTS, IT WAS APPARENT THAT THOSE HYPOTHESES STEMMING FROM THE MTAI AND "STUDY OF VALUES" WERE NOT CONFIRMED. THE BELIEF THAT PERFORMANCE VARIES WITH OPPORTUNITY TO LEARN NEEDS FURTHER CAREFUL EXAMINATION. IT IS POSSIBLE THAT A COMPLEX SET OF RELATIONSHIPS EXISTS BETWEEN OPPORTUNITIES TO LEARN, ABILITY TO LEARN, AND TEACHER SELECTION PRACTICES IN SCHOOL SYSTEMS. WHILE SUCH RELATIONSHIPS COULD NOT BE EXTRACTED FROM THE PRESENT DATA, THE INVESTIGATOR FELT THAT THE VERY PROBABILITY THAT THEY EXIST SHOULD NOT BE OVERLOOKED IN SUBSEQUENT STUDIES. (GD)

ED 002 975 24

SEMINAR ON ELEMENTARY AND SECONDARY SCHOOL EDUCATION IN THE VISUAL ARTS.
BY- CONANT, HOWARD
NEW YORK UNIV.
REPORT NUMBER CRP-V-003 PUB DATE 65
EDRS PRICE MF-$0.36 HC-$9.92 248P.

DESCRIPTORS- #ART, #ART EDUCATION, #CURRICULUM DEVELOPMENT, #SEMINARS, FACILITY EXPANSION, FILM PRODUCTION, INSTRUCTIONAL MATERIALS, NEW YORK, NEW YORK CITY, PHONOTAPE RECORDINGS, TEACHER IMPROVEMENT, TEACHER RECRUITMENT, VISUAL DISCRIMINATION, VISUAL PERCEPTION,

A SEMINAR IN THE VISUAL ARTS WAS HELD AT NEW YORK UNIVERSITY TO DEFINE PROBLEM AREAS IN AND TO DEVELOP RECOMMENDATIONS FOR RESEARCH PROPOSALS FOR ELEMENTARY AND SECONDARY SCHOOL EDUCATION. OVER 40 PERSONS FROM A VARIETY OF PROFESSIONAL DISCIPLINES, PURSUITS, AND ORGANIZATIONS PARTICIPATED, ALLOWING HALF THEIR TIME TO SMALL GROUP DISCUSSION MEETINGS AND THE REMAINDER TO PLENARY SESSIONS. MOST IMPORTANT AMONG THE RECOMMENDATIONS DEVELOPED IN THE SEMINAR WERE (1) THE ESTABLISHMENT OF A STEPPED-UP AND IMPROVED SYSTEM OF ART TEACHER RECRUITMENT, (2) THE DEVELOPMENT OF A VAST FILMMAKING AND FILM DISTRIBUTING PROGRAM, (3) THE DEVELOPMENT OF IMPROVED VISUAL ARTS INSTRUCTIONAL MATERIALS FOR BOTH INDIVIDUAL AND GROUP USE, (4) THE PUBLICATION OF AUTHORITATIVE, PERSUASIVE STATEMENTS ON ALL ASPECTS AND AT ALL LEVELS OF ART EDUCATION, (5) THE EMPLOYMENT OF 1 ART TEACHER FOR EVERY 500 STUDENTS, INCLUDING THE OFTEN NEGLECTED PRIMARY GRADE LEVELS, (6) THE PROVISION OF 1 ART ROOM FOR EVERY 500 STUDENTS, INCLUDING RECORDING AND PROJECTION FACILITIES, FOR INDEPENDENT AND CLASS WORK, (7) THE BROADENING OF ART EDUCATION CURRICULUMS TO INCREASE TEACHER COMPETENCE IN SUBJECTS OTHER THAN ART, (8) THE BROADENING OF THE SCOPE OF ART TEACHING TO INCLUDE URBAN DESIGN, ARCHITECTURE, PHOTOGRAPHY, AND OTHER AREAS, AS WELL AS THE MORE FAMILIAR FIELDS OF PAINTING AND SCULPTURE, (9) AN EMPHASIS ON THE DEVELOPMENT OF VISUAL PERCEPTION AMONG ALL PERSONS, (10) AN EMPHASIS ON THE STUDY OF HISTORIC AND CONTEMPORARY ART WORKS, (11) THE INSTITUTION OF WIDESPREAD CHANGES AND FAR-REACHING IMPROVEMENTS IN ALL PHASES OF ART TEACHER EDUCATION, AND (12) THE DEVELOPMENT OF A GRADUATED ART EDUCATION PROGRAM EXTENDING FROM NURSERY SCHOOL THROUGH GRADUATE STUDY AND ADULT EDUCATION IN WHICH EDUCATORS AND LEADERS IN A NUMBER OF OTHER DISCIPLINES COULD SERVE. (JH)

ED 002 976 24

RESEARCH AND THE DEVELOPMENT OF ENGLISH PROGRAMS IN THE
JUNIOR COLLEGE. PROCEEDINGS OF THE TEMPE CONFERENCE, 1965.
BY- ARCHER, JEROME W. AND OTHERS
ARIZONA STATE UNIV., TEMPE
REPORT NUMBER CRP-X-004
EDRS PRICE MF-$0.27 HC-$5.72 143P.

DESCRIPTORS- *CONFERENCES, *ENGLISH CURRICULUM, *ENGLISH INSTRUCTION, *JUNIOR COLLEGES, ADULT EDUCATION PROGRAMS, ARIZONA, CHAMPAIGN, COMMUNITY SERVICE PROGRAMS, ILLINOIS, TEACHER EDUCATION, TEMPE, TERMINAL EDUCATION, TRANSFER STUDENTS,

A JUNIOR COLLEGE ENGLISH CURRICULUM CONFERENCE WAS HELD TO STUDY AND MAKE APPROPRIATE RECOMMENDATIONS ON THE FOLLOWING ELEMENTS--(1) THE PREPARATION AND CONTINUING EDUCATION OF JUNIOR COLLEGE ENGLISH TEACHERS, (2) THE RELATION OF JUNIOR COLLEGE ENGLISH PROGRAMS TO ENGLISH PROGRAMS IN HIGH SCHOOLS AND 4-YEAR COLLEGES AND UNIVERSITIES, AND (3) SPECIALIZED ENGLISH PROGRAMS FOR ADULTS, COMMUNITY SERVICES, TRANSFER STUDENTS, AND TERMINAL STUDENTS. ABOUT 70 INSTRUCTORS, ADMINISTRATORS, RESEARCH SPECIALISTS, AND COLLEGE PROFESSORS PARTICIPATED IN THE CONFERENCE INVOLVING 6 SEMINAR STUDY GROUPS AND 3 GENERAL SESSIONS. RECOMMENDATIONS AND RESEARCH PROPOSALS WERE PREPARED ON THE BASIS OF THE STUDY ELEMENTS DESCRIBED ABOVE. (JM)

ED 002 977 24

INSTRUCTIONAL PROGRAMS IN SECONDARY SCHOOLS SERVING
CONTRASTING SOCIOECONOMIC AREAS IN LARGE CITIES.
BY- GOODMAN, THOMAS L.
OHIO STATE UNIV., COLUMBUS, RESEARCH FOUNDATION
REPORT NUMBER CRP-S-117-VOL. 1-2 PUB DATE 65
EDRS PRICE MF-$0.99 HC-$27.24 681P.

DESCRIPTORS- *AFFLUENT YOUTH, *DISADVANTAGED YOUTH, *HIGH SCHOOLS, *INSTRUCTIONAL MATERIALS, *SCHOOL ADMINISTRATION, *SECONDARY EDUCATION, *SOCIOECONOMIC STATUS, *URBAN SCHOOLS, COLUMBUS, COMPARATIVE ANALYSIS, GUIDANCE SERVICES, INSTRUCTIONAL PROGRAMS, OHIO, OPINIONS, SCHOOL ENVIRONMENT, SCHOOL SERVICES, SCHOOL SYSTEMS,

A SOURCE OF SPECIFIC INFORMATION WAS DEVELOPED ON INSTRUCTIONAL PROGRAMS IN JUNIOR AND SENIOR HIGH SCHOOLS SERVING CONTRASTING SOCIOECONOMIC AREAS OF SEVEN LARGE CITIES OF THE MIDWESTERN UNITED STATES. THE INFORMATION SOUGHT IN THIS STUDY (GATHERED BY OBSERVATION, INTERVIEW, AND INVENTORY METHODS) FELL INTO TWO CATEGORIES--(1) DATA ABOUT THE INSTRUCTIONAL PROGRAMS AND (2) DATA ABOUT THE HUMAN DIMENSION OF THE SECONDARY SCHOOLS SURVEYED. THE PROJECT RESULTS WERE USED PRIMARILY TO DESCRIBE DIFFERENCES AND SIMILARITIES BETWEEN SCHOOLS SERVING ADOLESCENTS IN DEPRESSED SOCIOECONOMIC AREAS OF LARGE CITIES AND THOSE SERVING PRIVILIGED AREAS OF THE SAME CITIES FROM STANDPOINTS OF (1) INSTRUCTIONAL PROGRAMS, (2) ORGANIZATION FOR INSTRUCTION, (3) SCHOOL FACILITIES, TEACHING AIDS, AND INSTRUCTIONAL MATERIALS, (4) ADMINISTRATIVE AND GUIDANCE ACTIVITIES AND SERVICES, (5) INSTRUCTIONAL PROCEDURES, (6) PERCEPTIONS, TECHNIQUES, IDEAS, AND APPROACHES OF LOCAL SCHOOL ADMINISTRATORS, GUIDANCE PERSONNEL, AND TEACHERS, (7) MAKEUP OF INSTRUCTIONAL STAFFS IN SUCH DIMENSIONS AS NUMBERS, PREPARATION, EXPERIENCE, TENURE, AGE, AND PLACEMENT, (8) CURRICULAR AND EXTRACURRICULAR SERVICES, AND (9) ADMINISTRATIVE AND TEACHER ATTITUDES WITH RESPECT TO IMPINGMENTS ON SPECIFIC INSTRUCTIONAL PROGRAMS. DIFFERENCES IN PROGRAMS, PRACTICES, AND APPROACHES WERE ALSO COMPARED AMONG DIFFERENT CITIES AND STATES. IN GENERAL IT WAS FOUND THAT LITTLE ALLOWANCE WAS BEING MADE IN THE SCHOOL PROGRAMS STUDIED TO COMPENSATE FOR DIFFERENCES IN THE MAKEUP, OUTLOOK, AND MOTIVATION OF YOUTH IN DEPRESSED VERSUS PRIVILEGED SOCIOECONOMIC AREA SCHOOLS. QUESTIONS APPEARING WORTHY OF FURTHER INVESTIGATION WERE OUTLINED. (JH)

ED 002 978 24

THE QUALITY MEASUREMENT PROJECT, A RESEARCH ACTIVITY
CONDUCTED BY THE NEW YORK STATE EDUCATION DEPARTMENT.
BY- GOODMAN, SAMUEL M.
NEW YORK STATE EDUCATION DEPARTMENT, ALBANY
REPORT NUMBER CRP-148 PUB DATE JUN 60
CONTRACT OEC-6467
EDRS PRICE MF-$0.27 HC-$7.28 182P.

DESCRIPTORS- *COMPARATIVE ANALYSIS, *EDUCATIONAL QUALITY, *MEASUREMENT TECHNIQUES, *SCHOOL DISTRICTS, *STATISTICAL DATA, ACHIEVEMENT, ALBANY, EDUCATIONAL RESEARCH, MEASUREMENT INSTRUMENTS, NEW YORK, QUALITY MEASUREMENT PROJECT, SCHOOL SYSTEMS,

THE PURPOSES OF THE QUALITY MEASUREMENT PROJECT WERE TO DEVELOP TECHNIQUES FOR ASSESSING THE QUALITY OF EDUCATION PROVIDED BY A SCHOOL SYSTEM AND TO PUT INTO THE HANDS OF SCHOOL ADMINISTRATORS EFFECTIVE PROCEDURES FOR IDENTIFYING AREAS OF WHICH IMPROVEMENT MAY REASONABLY BE EXPECTED, GIVEN THEIR OWN LOCAL CONDITIONS. THIS STUDY SAMPLE CONSISTED OF 97 SCHOOL DISTRICTS REPRESENTATIVE OF THE 1,700 DISTRICTS IN NEW YORK STATE. SUPERINTENDENTS WERE ASKED TO IDENTIFY CRITICAL PROBLEMS WHICH HAVE ARISEN RECENTLY AND WHICH RELATE IN SOME WAY TO THE QUALITY OF THE SCHOOL. IN THE FIRST YEAR OF THE PROJECT, INFORMATION WAS SECURED ON INDIVIDUAL SYSTEMS, STAFF CHARACTERISTICS, LEVEL OF FINANCIAL SUPPORT, AND INFORMATION ABOUT SCHOOL PRACTICES IN THE PARTICIPATING SYSTEMS. THE PROJECT ACCUMULATED, FOR INDIVIDUAL PUPILS ACROSS THE SAMPLE OF SYSTEMS, DATA ON SOCIOECONOMIC STATUS, MEASURED IQ, AND ACHIEVEMENT IN A NUMBER OF SKILLS AREAS AT THREE DIFFERENT GRADE LEVELS. CONCLUSIONS WERE THAT EXPENDITURE IS POSITIVELY RELATED TO SCHOOL SYSTEMS EFFECTIVENESS. ADDITIONAL MONEY SPENT FOR INSTRUCTION GOES, IN PART, FOR THE EMPLOYMENT OF A BETTER PREPARED STAFF AND FOR SPECIAL EDUCATIONAL SERVICES. BETWEEN SYSTEMS WHICH ARE CLOSELY MATCHED, THE SYSTEM WHOSE TEACHERS ARE MORE SUBJECT ORIENTED WILL TEND TO PROMOTE HIGHER ACHIEVEMENT IN THE SKILL AREA. THE QUALITY MEASUREMENT PROJECT HAS OPENED UP A MAJOR FIELD FOR LONG-RANGE RESEARCH AND DEVELOPMENT. A BASIC FUND OF DATA ON SCHOOL SYSTEM INPUT, PROCESS, AND OUTCOMES HAS BEEN SECURED. THE DATA HAVE BEEN USED TO PROBE THE CRITICAL ISSUE IN QUALITY ASSESSMENT OF HOLDING THE FACTOR OF INPUT CONSTANT WHILE MEASURING OUTCOME. (GC)

ED 002 979 24

STUDY OF THE EFFECT OF SPECIAL DAY TRAINING CLASSES FOR THE
SEVERELY MENTALLY RETARDED, MARCH 15, 1957 - JUNE 30, 1958.
BY- CAIN, LEO F. AND OTHERS

SAN FRANCISCO STATE COLL., CALIF.
REPORT NUMBER CRP-109 PUB DATE 58
CONTRACT OEC-SAE-6439
EDRS PRICE MF-$0.18 HC-$4.84 121P.

DESCRIPTORS- *EDUCATIONAL PLANNING, *RETARDED CHILDREN, *SPECIAL CLASSES, CALIFORNIA, COMPARATIVE ANALYSIS, INSTITUTIONAL ENVIRONMENT, MENTAL RETARDATION, PARENT ADAPTABILITY SCALE, SAN FRANCISCO, SAN FRANCISCO SOCIAL COMPETENCY SCALE, SOCIAL ATTITUDES,

THE PURPOSES OF THIS PROJECT WERE (1) TO EVALUATE THE BEHAVIORAL CHANGES THAT TAKE PLACE WITHIN THE PUBLIC AND INSTITUTIONAL SCHOOL POPULATIONS AND NONSCHOOL POPULATIONS OF SEVERELY RETARDED CHILDREN, AND (2) TO EVALUATE THE CHANGES IN PARENT ATTITUDE AND FAMILY ADJUSTMENT OF THE PARENTS. THIS REPORT IS CONFINED TO PHASE 1 OF AN ONGOING PROJECT AND IS PRIMARILY CONCERNED WITH THE MAJOR ASPECTS OF THE PLANNING PERIOD - THE EXPERIMENTAL RATIONALE, THE EXPERIMENTAL DESIGN, AND THE DEVELOPMENT OF INSTRUMENTS. THE EXPERIMENTAL DESIGN CONSTITUTED A COMPARISON OF THE SOCIAL COMPETENCY DEVELOPMENT OF SEVERELY MENTALLY RETARDED CHILDREN IN FOUR SETTINGS - COMMUNITY SCHOOL, COMMUNITY NONSCHOOL, INSTITUTIONAL SCHOOL, AND INSTITUTIONAL NONSCHOOL. SUBJECTS IN ALL OF THE GROUPS WERE BETWEEN THE CHRONOLOGICAL AGES OF 6 AND 12, AND HAD INTELLIGENCE QUOTIENTS RANGING FROM APPROXIMATELY 25 THROUGH 55. THE SOCIAL COMPETENCY OF THESE CHILDREN WAS DETERMINED AT THE INITIATION AND COMPLETION OF THE 2-YEAR EXPERIMENTAL PERIOD. THE PARENTS OF BOTH COMMUNITY SAMPLES WERE INTERVIEWED DURING THIS SAME PERIOD IN ORDER TO ASSESS CHANGES IN PARENTAL ADAPTABILITY. THE TWO INSTRUMENTS DEVELOPED WERE (1) THE SAN FRANCISCO SOCIAL COMPETENCY SCALE AND (2) THE PARENT ADAPTABILITY SCALE. (GC)

ED 002 980 24

THE EFFECTIVENESS OF SPECIAL DAY CLASS TRAINING PROGRAMS FOR SEVERELY (TRAINABLE) MENTALLY RETARDED CHILDREN.
BY- DUNN, LLOYD M. HOTTEL, JOHN V.
GEORGE PEABODY COLL. FOR TEACHERS, NASHVILLE,TENN.
REPORT NUMBER CRP-103 PUB DATE 58
CONTRACT OEC-SAE-6425
EDRS PRICE MF-$0.18 HC-$3.32 83P.

DESCRIPTORS- *BEHAVIOR DEVELOPMENT, *INTELLECTUAL DEVELOPMENT, *RETARDED CHILDREN, *SPECIAL CLASSES, *VOCABULARY DEVELOPMENT, MENTAL RETARDATION, NASHVILLE, PEABODY PICTURE VOCABULARY TEST, TENNESSEE,

THE OBJECTIVE WAS TO TEST TWO HYPOTHESES--(1) DAY CLASS TRAINING WOULD PRODUCE DESIRABLE CHANGES IN THE BEHAVIOR OF THE TRAINABLE MENTALLY RETARDED CHILDREN OVER AND ABOVE THOSE WHICH RESULT WHEN THE CHILD REMAINS AT HOME AND HAS NO TRAINING IN A SCHOOL SETTING, AND (2) SCHOOL PLACEMENT OF SUCH CHILDREN WOULD PRODUCE DESIRABLE CHANGES IN THE HOME ADJUSTMENT OF THE FAMILIES INVOLVED. DURING PHASE 1 A PICTURE VOCABULARY SCALE WAS DEVELOPED TO MEASURE CHANGES IN THIS ASPECT OF THE DEVELOPMENT OF TRAINABLE CHILDREN. THEN THE EXPERIMENTAL DESIGN OF THE STUDY WAS PERFECTED, SUBJECTS WERE IDENTIFIED, AND A PILOT STUDY WAS MADE CENTERING ON THE TWO HYPOTHESES. PHASE 2 OF THE STUDY CARRIED OUT THE EXPERIMENTAL DESIGN. IN SPITE OF SOME POSITIVE TRENDS, THERE WAS AN INDICATION THAT THE CHILDREN IN THE SPECIAL CLASSES DID NOT MAKE MORE PROGRESS IN SOCIALIZATION, INTELLECTUAL DEVELOPMENT, SELF-CARE, OR PARENT-CHILD RELATIONS THAN THE CHILDREN WHO REMAINED AT HOME. HOWEVER, THE SPECIAL CLASSES AS OPERATED APPEARED TO PRODUCE GREATER CHANGES IN THE HIGH IQ GROUP. LITTLE EVIDENCE ACCRUED TO SUPPORT THE CONTENTION THAT DAY CLASS TRAINING FOR TRAINABLE CHILDREN, AS PRESENTLY CONSTITUTED, IS EFFECTIVE. (GC)

ED 002 981 24

TEACHING METHODOLOGY FOR BRAIN-INJURED AND HYPERACTIVE CHILDREN, A DEMONSTRATION-PILOT STUDY.
BY- CRUICKSHANK, WILLIAM M. AND OTHERS
SYRACUSE UNIV., N.Y.
REPORT NUMBER CRP-090 PUB DATE 59
CONTRACT OEC-SAE-6415
EDRS PRICE MF-$1.26 HC-$33.56 839P. SPECIAL EDUCATION REHABILITATION MONO. SERIES, NO. 6

DESCRIPTORS- *DIAGNOSTIC TESTS (EDUCATION), *HANDICAPPED CHILDREN, *MENTAL RETARDATION, *PSYCHOLOGICAL CHARACTERISTICS, *TEACHING METHODS, DEMONSTRATION PROJECTS, NEW YORK, PILOT PROJECTS, SYRACUSE,

AN INVESTIGATION WAS MADE OF THE EFFECTIVENESS AND VALUE OF A CONTROLLED CLASSROOM ENVIRONMENT, ESPECIALLY PREPARED MATERIALS, AND HIGHLY STRUCTURED TEACHING METHODS UPON LEARNING PROBLEMS AND SCHOOL ADJUSTMENT OF MENTALLY RETARDED, EMOTIONALLY DISTURBED CHILDREN, WITH OR WITHOUT CLINICALLY DIAGNOSED BRAIN INJURY. CHILDREN WHOSE EMOTIONAL DIFFICULTIES ARE CHARACTERIZED BY MENTAL RETARDATION AND HYPERACTIVE AGGRESSIVE BEHAVIOR AND CHILDREN WITH MENTAL RETARDATION AND KNOWN OR SUSPECTED BRAIN INJURY BETWEEN THE AGES OF 7 AND 11 YEARS WERE STUDIED. A THOROUGH CASE STUDY OF EACH CHILD WAS MADE. A CONTROL GROUP OF ENDOGENOUS CHILDREN AND HYPERACTIVE CHILDREN WITHOUT NEUROLOGICAL INDICATIONS OF BRAIN INJURY, TAUGHT BY CONVENTIONAL METHODS, WAS USED. THE TWO EXPERIMENTAL GROUPS WERE IN AN EDUCATIONAL SITUATION DESIGNED IN GENERAL ALONG THE LINES DESCRIBED BY STRAUSS AND LEHTINEN. EXPERIMENTAL GROUP ONE INCLUDED CHILDREN WITH CONCLUSIVE EVIDENCE OF BRAIN INJURY AND MENTAL RETARDATION AND CHILDREN WITH MENTAL RETARDATION AND HYPERACTIVE AGGRESSIVE BEHAVIOR WITHOUT EVIDENCE OF BRAIN DAMAGE. GROUP TWO INCLUDED CHILDREN WHOSE CASE HISTORIES AND BEHAVIOR ARE TYPICAL OF THE BRAIN INJURED, BUT WITHOUT NEUROLOGICAL INDICATIONS OF BRAIN INJURY, AND CHILDREN WITH MENTAL RETARDATION AND HYPERACTIVE AGGRESSIVE BEHAVIOR WITHOUT NEUROLOGICAL INDICATIONS OF BRAIN DAMAGE. ACHIEVEMENT IN LEARNING WAS DEMONSTRATED IN BOTH GROUPS. THE STUDY SHOWED, HOWEVER, STATISTICALLY SIGNIFICANT DIFFERENCES IN GAIN FOR THE EXPERIMENTAL GROUP. (GC)

ED 002 982 24

WHY CAPABLE HIGH SCHOOL STUDENTS DO NOT CONTINUE THEIR SCHOOLING.
BY- WRIGHT, W.W. JUNG, CHRISTIAN W.
INDIANA UNIV., BLOOMINGTON, SCH. OF EDUCATION
REPORT NUMBER CRP-037 PUB DATE 60
EDRS PRICE MF-$0.18 HC-$4.64 116P. BULL. SCHOOL OF EDUCATION, INDIANA UNIV., 35(1)/1-75, JANUARY 1959

DESCRIPTORS- *ABLE STUDENTS, *COLLEGE ATTENDANCE, *FAMILY INFLUENCE, *FINANCIAL PROBLEMS, *GUIDANCE, *HIGHER EDUCATION.

*SCHOOL LOCATION, BLOOMINGTON, COLLEGE PLANNING, COUNSELING, EDUCATIONAL OBJECTIVES, HIGH SCHOOL STUDENTS, INDIANA, MOTIVATION, QUESTIONNAIRES, SECONDARY SCHOOL STUDENTS,

STUDENTS, PARENTS, AND HIGH SCHOOL OFFICIALS WERE INTERVIEWED IN AN EFFORT TO DETERMINE THE REASONS WHY CERTAIN YOUTHS WHO RANKED IN THE UPPER 10 PERCENT OF THE 1965 GRADUATING CLASSES OF INDIANA HIGH SCHOOLS DID NOT CONTINUE THEIR EDUCATION. FOUR QUESTIONNAIRES WERE SENT TO SCHOOL PRINCIPALS, OFFICIALS, PARENTS, AND STUDENTS. AREAS COVERED WERE SEX, FAMILY INCOME, ENVIRONMENT, AND INTEREST IN HIGHER EDUCATION. THE CONCLUSIONS DRAWN FROM THE ANALYSIS OF THE DATA RECEIVED INCLUDED FINANCIAL BURDEN, DISTANT COLLEGE LOCATIONS, AND PARENTAL DISINTEREST AS PRIMARY REASONS FOR FAILURE TO CONTINUE SCHOOLING. RECOMMENDATIONS FOR MORE GUIDANCE AND COUNSELING AT THE HIGH SCHOOL LEVEL, BETTER INFORMATION ABOUT AVAILABILITY OF SCHOLARSHIPS AND OTHER FINANCIAL ASSISTANCE, AND MORE CONFERENCES WITH PARENTS, SCHOOL OFFICIALS, AND STUDENTS TO ENCOURAGE HIGHER EDUCATION WERE SUGGESTED. (GC)

ED 002 983 24
THE TEENAGER'S CONCEPTION OF MENTAL ILLNESS.
BY- MARKWELL, NOEL G.
PURDUE UNIV., LAFAYETTE, IND.
REPORT NUMBER CRP-613 PUB DATE AUG 59
EDRS PRICE MF-$0.27 HC-$6.48 162P.

DESCRIPTORS- *MENTAL ILLNESS, *STUDENT ATTITUDES, *SURVEYS, *TEENAGERS, HIGH SCHOOL STUDENTS, INDIANA, LAFAYETTE, PURDUE OPINION PANEL, QUESTIONNAIRES,

TO COMPLEMENT PREVIOUS SURVEYS OF ADULT OPINION ON MENTAL ILLNESS AND PROVIDE USEFUL INFORMATION FOR THE MENTAL HEALTH EDUCATOR, A SURVEY OF TEENAGE OPINION ON MENTAL ILLNESS WAS CONDUCTED. A QUESTIONNAIRE WAS DEVELOPED IN CONSULTATION WITH EXPERTS IN RELEVANT DISCIPLINES TO MEASURE THE TEENAGER'S CONCEPTION OF THE FOLLOWING--(1) THE MENTAL HOSPITAL, (2) THE MENTAL HOSPITAL PATIENT, (3) MENTAL HOSPITAL PERSONNEL, (4) THE FORMER MENTAL HOSPITAL PATIENT, (5) THE PROGNOSIS OF MENTAL ILLNESS, (6) THE NORMAL-ABNORMAL CONTINUUM, AND (7) THE IMPORTANCE OF VARIOUS ETIOLOGICAL FACTORS ON MENTAL HEALTH. THE QUESTIONNAIRE WAS ADMINISTERED TO A NATIONAL SAMPLE OF 15,000 HIGH SCHOOL STUDENTS. RESULTS WERE ANALYZED ON A STRATIFIED-RANDOM SAMPLE OF 2,000 STUDENTS. PERCENTAGE RESPONSE WAS COMPUTED FOR EACH ITEM AND TESTS OF SIGNIFICANCE WERE MADE ACROSS SIX SUBGROUPS OF THE SAMPLE USING ANALYSIS OF VARIANCE FOR CATEGORIES OF ITEMS AND CHI-SQUARE FOR MISCELLANEOUS ITEMS. THE AUTHORS STATE THAT ALTHOUGH THERE IS AN INCREASING PUBLIC UNDERSTANDING OF MENTAL HEALTH, THERE ARE STILL MANY MISCONCEPTIONS AND MUCH LACK OF UNDERSTANDING AMONG TEENAGERS. (GC)

ED 002 984 24
EDUCATIONAL ACHIEVEMENT--ITS CAUSES AND EFFECTS.
BY- DAVID, MARTIN AND OTHERS
MICHIGAN UNIV., ANN ARBOR,SURVEY RESEARCH CENTER
REPORT NUMBER CRP-812 PUB DATE OCT 61
REPORT NUMBER MONOGRAPH NO. 23
EDRS PRICE MF-$0.27 HC-$7.04 [illegible]6P.

DESCRIPTORS- *EDUCATIONAL ATTITUDES, *HIGHER EDUCATION, *LOW INCOME GROUPS, *PARENTAL BACKGROUND, ANN ARBOR, FATHERS, INCOME, MICHIGAN, PARENT EDUCATION,

INTERVIEWS WERE CONDUCTED WITH HEADS OF HOUSEHOLDS TO ASCERTAIN IF LEVELS OF EDUCATION AND INCOME PERPETUATE THEMSELVES FROM GENERATION TO GENERATION. A REPRESENTATIVE SAMPLE WAS DRAWN FROM FAMILIES IN THE UNITED STATES. IN A SAMPLE OF 3,000 INTERVIEWS, ABOUT 600 REPRESENTED LOW-INCOME FAMILIES. DATA WERE COLLECTED ON THE PAST HISTORY OF THE INDIVIDUAL INTERVIEWED, INCLUDING HIS EDUCATION, CHILDHOOD, RECENT EXPERIENCE IN THE LABOR MARKET, ATTITUDE TOWARD HIGHER EDUCATION, AND HIS PLANS FOR THE EDUCATION OF HIS CHILDREN. SINCE THE DATA WERE COLLECTED AS PART OF A LARGER STUDY, AN ANALYSIS OF RELATIONSHIPS AMONG EDUCATION, EMPLOYMENT HISTORY, AND MOTIVATION WAS POSSIBLE. ALL OF THESE ANALYSES REVEALED THE POWERFUL IMPACT OF PARENTAL CHARACTERISTICS ON CHILDREN'S EDUCATION AND DOCUMENTED THE TREND BY WHICH EACH GENERATION TENDS TO GET MORE EDUCATION THAN THE FORMER. IN EACH ANALYSIS, EDUCATION OF THE FATHER WAS THE MOST POWERFUL PREDICTOR OF CHILDREN'S EDUCATION. MORE STUDY IN OTHER AREAS OF EDUCATIONAL ATTAINMENT IS NEEDED. (GC)

ED 002 985 24
THE PSYCHOLOGICAL IMPACT OF THE PUBLIC 2-YEAR COLLEGE ON CERTAIN NONINTELLECTUAL FUNCTIONS.
BY- TELFORD, CHARLES W. PLANT, WALTER T.
SAN JOSE STATE COLLEGE, CALIF.
REPORT NUMBER CRP-914 PUB DATE 30 JUN 63
CONTRACT OEC-SAE-8646
EDRS PRICE MF-$0.18 HC-$3.64 91P.

DESCRIPTORS- *COLLEGE ADMISSION, *COLLEGE ROLE, *JUNIOR COLLEGES, *PERSONALITY CHANGE, *TESTING, CALIFORNIA, CALIFORNIA PSYCHOLOGICAL INVENTORY, DEVELOPMENT, PSYCHOLOGICAL CHARACTERISTICS, ROKEACH DOGMATISM SCALE, STUDY OF VALUES,

THIS STUDY SOUGHT TO DETERMINE IF THERE ARE SIGNIFICANT CHANGES IN SELECTED PERSONALITY TRAITS, IDEOLOGIES, AND VALUES OF STUDENTS WHO ATTEND A 2-YEAR PUBLIC JUNIOR COLLEGE. A BATTERY OF PSYCHOLOGICAL TESTS WAS ADMINISTERED TO ALL PERSONS APPLYING FOR ADMISSION AS COLLEGE FRESHMEN FOR THE FALL SEMESTER OF 1960 AT ONE OF SIX CALIFORNIA PUBLIC JUNIOR COLLEGES. THE BATTERY CONSISTED OF FIVE SCALES FROM THE CALIFORNIA PSYCHOLOGICAL INVENTORY, THE ROKEACH DOGMATISM SCALE, FORM E, AND THE ALLPORT-VERNON-LINDZEY STUDY OF VALUES. USABLE RESPONSES WERE OBTAINED FROM APPROXIMATELY 4,500 WOULD-BE COLLEGE FRESHMEN. IN THE SPRING OF 1962, THE SAME BATTERY OF PSYCHOLOGICAL TESTS WAS SENT BY MAIL TO THESE SUBJECTS, AND USABLE RESULTS WERE OBTAINED FROM APPROXIMATELY 1,800. WITHIN THE LIMITS OF THE DATA IT WAS CONCLUDED THAT MANY OF THE CHANGES ATTRIBUTED TO THE "COLLEGIATE EXPERIENCE" MAY BE NO MORE THAN DEVELOPMENTAL CHANGES. (TC)

ED 002 986 24
A PROGRAM FOR THE PROCESSING OF ORDINAL DATA AND COMPUTATION OF SIGNIFICANCE FOR SELECTED CENTRAL TENDENCY DIFFERENCES. VOLUME C--STUDIES IN THE ROLE OF THE PUBLIC SCHOOL TEACHER.
BY- BIDDLE, BRUCE J. SIMPSON, ANN M.
MISSOURI UNIV., COLUMBIA
REPORT NUMBER CRP-371-VOL-C PUB DATE FEB 61
EDRS PRICE MF-$0.18 HC-$2.92 73P.

DESCRIPTORS- *COMPUTER PROGRAMS, *METHODS RESEARCH, *STATISTICAL ANALYSIS, *TEACHER ROLE, *TESTS OF SIGNIFICANCE, COLUMBIA, COMPUTERS, EDUCATIONAL RESEARCH, MANN-WHITNEY MEASURES, MISSOURI, QUESTIONNAIRES, RESEARCH METHODOLOGY, RESEARCH TOOLS, SOCIAL SCIENCES, STATISTICAL DATA, STATISTICAL STUDIES, STATISTICAL SURVEYS, TEACHERS,

COMPUTER PROGRAMS AND OPERATING INSTRUCTIONS WERE REPORTED FOR USE IN PROCESSING DATA ON TEACHER ROLES. INCLUDED IN THE OVERALL DATA-PROCESSING METHOD WERE--(1) A PROGRAM FOR TABULATING CONTINGENCY TABLES FROM DATA ON PUNCHED CARDS, (2) A PROGRAM FOR SELECTING AND COMBINING ROWS AND CALCULATING MANN-WHITNEY MEASURES OF SIGNIFICANT DIFFERENCES BETWEEN THE TWO ROW MEANS, AND (3) TABLES FOR CALCULATING SIGNIFICANCE MEASURES FOR SMALL FREQUENCIES. DIAGRAMS ARE PROVIDED IN THE REPORT WITH INSTRUCTIONS FOR COMPUTER OPERATION. OPTIONS, METHODS, AND LIMITATIONS OF THE COMPUTER PROGRAMS ARE ALSO DISCUSSED. OTHER DOCUMENTS RELATED TO THIS PROJECT ARE ED 002 851 AND ED 002 855. (WN)

ED 002 987 24

PREDICTION AND UNDERSTANDING OF THE EFFECT OF CHILDREN'S INTEREST UPON SCHOOL PERFORMANCE.
BY- CATTELL, RAYMOND B. AND OTHERS
ILLINIOS UNIV., URBANA, LAB.PERS.ASSMT.GROUP BHVR.
REPORT NUMBER CRP-701 PUB DATE JAN 62
EDRS PRICE MF-$0.18 HC-$4.92 123P.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *ACHIEVEMENT, *INDIVIDUAL CHARACTERISTICS, *INTEREST RESEARCH, *PREDICTIVE MEASUREMENT, FACTOR ANALYSIS, ILLINOIS, JUNIOR HIGH SCHOOLS, MEASUREMENT INSTRUMENTS, PERFORMANCE, PERSONALITY STUDIES, PREDICTIVE VALIDITY, RURAL URBAN DIFFERENCES, SEX DIFFERENCES, STUDENT INTERESTS, STUDENT MOTIVATION, URBANA,

OBJECTIVE INTERESTS AND MOTIVATION MEASURES WERE STUDIED IN ORDER TO OBTAIN A SUITABLE METHOD FOR PREDICTING SCHOOL PERFORMANCE. IT WAS FIRST NECESSARY TO DETERMINE THE STRUCTURE OF INTERESTS IN CHILDREN AND TO INCORPORATE THESE FACTORS INTO A TOTAL MEASUREMENT BATTERY. THE INTEREST MEASURES WERE THEN COMBINED WITH MEASURES OF ABILITY AND PERSONALITY AND ADMINISTERED TO URBAN AND RURAL SAMPLES OF SEVENTH- AND EIGHTH-GRADE CHILDREN, NUMBERING APPROXIMATELY 150 AND 120. AT THE SAME TIME, RECORDS OF THESE CHILDREN'S ACADEMIC ACHIEVEMENT AND SCHOOL PERFORMANCE (INCLUDING SOCIAL ADJUSTMENT) WERE OBTAINED. ABILITY, PERSONALITY, AND INTEREST TEST SCORES WERE CORRELATED WITH EACH OTHER AND WITH ACHIEVEMENT-PERFORMANCE DATA. SOME SIGNIFICANT URBAN-RURAL, BOY-GIRL DIFFERENCES WERE FOUND. THE MAIN CONCLUSION, COMMON TO METHODS AND SAMPLES, WAS THAT ABILITIES, PERSONALITY TRAITS, AND MOTIVATIONAL TRAITS CONTRIBUTED ABOUT EQUALLY TO THE VARIANCE OF THE SCHOLASTIC ACHIEVEMENT CRITERION, AND MUTUALLY OVERLAP IN VARIANCE TO ONLY ABOUT ONE-THIRD. RECOMMENDATIONS WERE OUTLINED FOR APPLYING THE PREDICTIVE ACHIEVEMENT FACTORS DEVELOPED BY THIS STUDY TO ACTION MODES PRODUCING CERTAIN PERSONALITY AND MOTIVATIONAL CORRELATIONS. (JM)

ED 002 988 24

DEVELOPMENT OF A PROGRAM FOR MENTALLY RETARDED CHILDREN IN RURAL SCHOOLS, 1956-1959.
BY- ANNAS, PHILIP A. AND OTHERS
MAINE STATE DEPT. OF EDUCATION, AUGUSTA
REPORT NUMBER CRP-382 PUB DATE 1 SEP 59
EDRS PRICE MF-$0.18 HC-$4.16 104P.

DESCRIPTORS- *EDUCABLE MENTALLY HANDICAPPED, *RETARDED CHILDREN, *RURAL SCHOOLS, *SPECIAL EDUCATION, ACADEMIC ACHIEVEMENT, ACHIEVEMENT RATING SCALE, AUGUSTA, CALIFORNIA ACHIEVEMENT TEST, CALIFORNIA TEST OF MENTAL MATURITY, CORE ACHIEVEMENT TEST, INSERVICE TEACHER EDUCATION, MAINE, MENTAL RETARDATION, SOCIAL DEVELOPMENT, STANFORD BINET TEST, STATE AID, TEACHING METHODS,

THIS PROJECT WAS DEVELOPED TO SHOW WHAT EFFECT THE SERVICES OF A RESEARCH TEACHER FOR EDUCABLE MENTALLY RETARDED PUPILS 1 DAY A WEEK WOULD HAVE ON THE ACADEMIC ACHIEVEMENT AND SOCIAL MATURITY OF THESE CHILDREN AND TO DETERMINE IF SUCH A PROGRAM IS FINANCIALLY PRACTICABLE FOR RURAL COMMUNITIES. THE EFFECT OF SUCH A PROGRAM ON THE INSERVICE TRAINING OF REGULAR CLASSROOM TEACHERS WAS ALSO INVESTIGATED. PUPILS IN GRADES 1-8 IN 20 RURAL COMMUNITIES WERE GIVEN THE CALIFORNIA TEST OF MENTAL MATURITY AND 9 PERCENT OF THOSE TESTED APPEARED TO BE IN THE EDUCABLE MENTALLY RETARDED GROUP (50-75 IQ). THIS SMALLER GROUP WAS RETESTED USING THE STANFORD BINET TEST, FORM L, AND AS A RESULT 3.4 PERCENT OF THE ORIGINAL GROUP (APPROXIMATELY 90 STUDENTS) WERE CLASSIFIED AS EDUCABLE RETARDATES, CONFIRMING THEIR ELIGIBILITY FOR THE PROGRAM. THE COMMUNITIES WHERE THESE CHILDREN LIVED WERE DIVIDED IN HALF, ONE PART TO SERVE AS AN EXPERIMENTAL GROUP AND THE OTHER AS A CONTROL GROUP. TEACHERS WERE EMPLOYED TO SERVE THE FORMER GROUP 1 DAY A WEEK IN SPECIAL CLASSES AND TO HOLD CONFERENCES WITH REGULAR TEACHERS AND LEAVE MATERIALS WITH THEM FOR USE DURING THE REMAINDER OF THE SCHOOL WEEK. THE CONTROL GROUP HAD NO SPECIAL WORK. TEST SCORES OF THE SUBJECTS USING THE CALIFORNIA ACHIEVEMENT TEST, THE CORE ACHIEVEMENT TEST, AND THE ACHIEVEMENT RATING SCALE SHOWED SIGNIFICANT EXPERIMENTAL GROUP GAINS OVER THE CONTROL GROUP. FROM THE SUCCESSFUL RESULTS OF THIS PROJECT, A STATE PLAN WAS INITIATED PAYING 70 PERCENT OF SPECIAL TEACHER'S SALARY IN RURAL COMMUNITIES WITH FEWER THAN 300 PUPILS. IT WAS SUGGESTED THAT SIMILAR PROGRAMS BE SET UP IN OTHER RURAL AREAS TO VALIDATE THE FINDINGS OF THIS PROJECT. (JH)

ED 002 989 24

A STUDY OF THE SIZE-COST-ACHIEVEMENT RELATIONSHIPS IN THE REORGANIZED SCHOOL DISTRICTS OF WISCONSIN.
BY- BRAGG, DESMOND H.
WISCONSIN UNIV., MADISON
REPORT NUMBER CRP-375-SUPPL. PUB DATE 60
EDRS PRICE MF-$0.27 HC-$6.96 174P.

DESCRIPTORS- *ACHIEVEMENT, *COSTS, *ORGANIZATIONAL CHANGE, *SCHOOL DISTRICTS, *STUDENT ENROLLMENT, EDUCATIONAL FINANCE, MADISON, PROGRAM COSTS, STUDENT COSTS, WISCONSIN,

THIS REPORT IS A DISSERTATION ON AN INVESTIGATION INTO THE NATURE OF THE RELATIONSHIPS OF THE SIZE-COST-ACHIEVEMENT FACTORS OF 39 REORGANIZED SCHOOL DISTRICTS OF WISCONSIN. THE AIM WAS TO IDENTIFY THE SIZE DISTRICT AND LEVEL OF EXPENDITURE WHICH PRODUCE THE GREATEST EDUCATIONAL RESULTS AND TO EVALUATE THE REORGANIZED DISTRICTS BY DETERMINING IF THEY ARE EFFECTIVELY USING THE SIZE FACTORS TO PRODUCE GREATER ACHIEVEMENT. THREE SIZE CATEGORIES BASED ON TOTAL

ENROLLMENT--(1) OVER 800, (2) 400 TO 800, (3) LESS THAN 400--WERE USED AS SUBJECTS. COST DATA FROM ANNUAL REPORTS OF DISTRICTS, MEASURES OF ACHIEVEMENT FROM TEST RESULTS, AND STUDENT QUESTIONNAIRES WERE ANALYZED FOR THIS STUDY. THE CONCLUSIONS DRAWN WERE THAT THERE WAS AN INVERSE RELATIONSHIP BETWEEN THE PER PUPIL COSTS AND THE SIZE OF THE SCHOOL. THUS, SMALLER SCHOOLS WOULD BENEFIT BY CONSOLIDATION AND OFFER A BETTER EDUCATIONAL PROGRAM AT A SAVING PER PUPIL. NO SIGNIFICANT DIFFERENCES IN ACHIEVEMENTS OF READING AND MATHEMATICS APPEARED IN SIZE CATEGORIES. BECAUSE OF THE INCONSISTENCY OF THE COST-ACHIEVEMENT RELATIONSHIP FURTHER STUDY IS RECOMMENDED. (GC)

ED 002 990 24

USE OF CASE HISTORIES IN THE DEVELOPMENT OF STUDENT UNDERSTANDING OF SCIENCE AND SCIENTISTS.
BY- COOLEY, WILLIAM W. KLOPFER, LEOPOLD E.
HARVARD UNIV., CAMBRIDGE, MASS.,GRAD. SCH.OF EDUC.
REPORT NUMBER CRP-896 PUB DATE 61
EDRS PRICE MF-$0.36 HC-$8.00 200P.

DESCRIPTORS- *CASE STUDIES (EDUCATION), *SCIENCE INSTRUCTION, CAMBRIDGE, EDUCATIONAL METHODS, EDUCATIONAL OBJECTIVES, HISTORY OF SCIENCE CASES (HOSC), MASSACHUSETTS, SCIENCE EDUCATION, SCIENCES, SCIENTIFIC METHODOLOGY, SECONDARY EDUCATION, TEST ON UNDERSTANDING SCIENCE (TOUS),

THE USE OF CASES DRAWN FROM THE HISTORY OF SCIENCE WAS EVALUATED AS AN INSTRUCTIONAL PROCEDURE USING 108 SECONDARY SCHOOL CLASSES IN BIOLOGY, CHEMISTRY, AND PHYSICS LOCATED IN WIDELY DISTRIBUTED GEOGRAPHICAL AREAS. THE PURPOSE OF THE STUDY WAS TO DETERMINE THE EFFECTIVENESS OF THE HISTORY OF SCIENCE CASES INSTRUCTION METHOD (HOSC) IN CHANGING STUDENT UNDERSTANDING OF SCIENTISTS AND THE ROLE OF SCIENCE AS A SOCIAL INSTITUTION. THE EXPERIMENTAL DESIGN WAS AN ANALYSIS OF VARIANCE WITH COVARIANCE ADJUSTMENT. BOTH MAIN EFFECTS AND INTERACTIONS WERE UTILIZED FROM WHICH THE INVESTIGATORS CONCLUDED THAT THE HOSC INSTRUCTION METHOD IS DEFINITELY EFFECTIVE IN INCREASING STUDENT UNDERSTANDING OF SCIENCE AND SCIENTISTS AND THAT THE SO-CALLED INTANGIBLE OBJECTIVES OF SCIENCE INSTRUCTION CAN BE MEASURED. (JK)

ED 002 991 24

ACHIEVEMENT AND ADJUSTMENT OF EDUCABLE MENTALLY HANDICAPPED CHILDREN IN SPECIAL CLASSES AND IN REGULAR GRADES, PARTS I-VI.
BY- MULLEN, FRANCES A. ITKIN, WILLIAM
CHICAGO BOARD OF EDUCATION
REPORT NUMBER CRP-157-PT. 1-6 PUB DATE 61
CONTRACT OEC-SAE-6529
EDRS PRICE MF-$0.99 HC-$27.20 680P.

DESCRIPTORS- *COOPERATIVE PROGRAMS, *EDUCABLE MENTALLY HANDICAPPED, *LEARNING PROCESSES, *TEACHING METHODS, *TESTS, BOARDS OF EDUCATION, CHICAGO, ILLINOIS, INSTRUCTIONAL MATERIALS, MEASUREMENT INSTRUMENTS, MEASUREMENT TECHNIQUES, PERFORMANCE, RATING SCALES, SPECIAL CLASSES, TEACHER EVALUATION,

LEARNING ABILITIES OF EDUCABLE MENTALLY HANDICAPPED CHILDREN WERE STUDIED OVER A 4-YEAR PERIOD. THE RESEARCH RESULTED IN THE DEVELOPMENT OF A SIX-PART REPORT. PART ONE, THE ACHIEVEMENT AND ADJUSTMENT OF EDUCABLE MENTALLY HANDICAPPED (EMH) CHILDREN, EMPLOYED THE MATCHED-PAIR METHOD WITH APPROXIMATELY 700 SAMPLES OF EMH CHILDREN, 7-13 YEARS OF AGE. THE RESULTS REVEALED THAT CHILDREN IN SPECIAL CLASSES RESPONDED BETTER AND HAD BETTER BEHAVIOR AND ADJUSTMENT PATTERNS THAN THOSE IN REGULAR CLASSES. PART TWO, TEACHING THE EMH CHILD, COMPARED FOUR METHODS OF INSTRUCTION. THE EXPERIMENT PLACED 50 EMH CLASSROOM TEACHERS INTO 5 INSTRUCTION GROUPS. THE RESULTS FROM TESTING THE GROUPS SHOWED THAT THE INTERESTS AND UNITS METHODS WERE NOT SUPERIOR TO THE SUBJECT-ORIENTED APPROACH. PART THREE, THE CHICAGO TEST OF GENERAL INFORMATION AND GENERAL COMPREHENSION FOR EMH CHILDREN, WAS DESIGNED TO MEASURE THE PROGRESS OF EMH CHILDREN IN GENERAL APTITUDE AREAS AND FORMULATED CURRICULAR OBJECTIVES. ITS CONSISTENCY COEFFICIENT OF 0.94 DISPLAYED THE RELIABILITY IN INDIVIDUAL DIAGNOSIS WHEN INTERRELATED WITH THE ETHICAL COMPREHENSION TEST (ECT). PART FOUR, PERSONALITY APPRAISAL OF EMH CHILDREN, DEVELOPED A SYSTEM OF ANALYZING PICTURE-STORY PROCEDURES. IT INCLUDED A NONINTERPETIVE SCHEMA, A NUMERICAL SUMMARY, AND THE ASSIGNMENT OF SCORES FOR PERSONALITY. PART FIVE, THE CHICAGO COOPERATIVE RESEARCH PRACTICAL READING TEST, WAS CONSTRUCTED TO DETERMINE THE READING PROGRESS OF THE EMH CHILD. THE RELIABILITY OF THIS TEST WAS APPROXIMATELY 0.767. INTERCORRELATIONS SUGGESTED THAT ACHIEVING EMH CHILDREN TENDED TO ACHIEVE CONSISTENTLY. PART SIX, A BRIEF SCREENING INSTRUMENT FOR EVALUATING THE ACADEMIC SKILLS AND PERSONAL ADJUSTMENT OF EMH CHILDREN, DEVELOPED FIVE TESTS AND MEASURING DEVICES. CONSTRUCTION, VALIDATION, AND RELIABILITY WERE REPORTED ON (1) THE WORD RECOGNITION TEST, (2) THE CHICAGO ADJUSTMENT RATING SCALES, (3) A BEHAVIOR CHECKLIST FOR THE PERSONALITY EVALUATION OF EMH CHILDREN, (4) SOCIOMETRIC QUESTIONS, AND (5) INTEREST MATURITY TESTS. (RS)

ED 002 992 24

APPRAISAL OF GROUP COUNSELING FOR UNDERACHIEVING, BRIGHT FIFTH GRADERS AND THEIR PARENTS.
BY- OHLSEN, M.M.
ILLINOIS UNIV., URBANA, COLL. OF EDUCATION
REPORT NUMBER CRP-933 PUB DATE 64
EDRS PRICE MF-$0.18 HC-$3.80 95P.

DESCRIPTORS- *EXPERIMENTAL PROGRAMS, *GRADE 5, *GROUP DYNAMICS, *GROUP RELATIONS, *UNDERACHIEVERS, ELEMENTARY SCHOOL STUDENTS, ILLINOIS, PROGRAM EVALUATION, URBANA,

A METHOD OF "PRINCIPAL ACTOR ROLE" CLASSIFICATION WAS USED TO EXAMINE THE INTERACTION OF A GROUP OF BRIGHT, UNDERACHIEVING FIFTH GRADERS. IN THIS METHOD, THE PERSON WHO IS THE CENTER OF THE GROUP'S ATTENTION AT ANY GIVEN TIME (EITHER BY TALKING OR BY NONVERBAL BEHAVIOR) IS TERMED THE "PRINCIPAL ACTOR." OBSERVERS CLASSIFY THE VERBAL CONTRIBUTIONS OF THE PRINCIPAL ACTOR IN 28 PRINCIPAL ACTOR ROLES AND THE RESPONSES OF GROUP MEMBERS IN 4 RESPONSE CATEGORIES. ANALYSIS OF THE INTERACTION RECORD PROVIDED AN INDICATION OF RESPONSE PATTERNS OF INDIVIDUALS BOTH TO PRINCIPAL ACTOR ROLES AND TO OTHER INDIVIDUALS. PARENTS OF THE CHILDREN ALSO MET FOR GROUP COUNSELING. ALTHOUGH MOST OF THE PREDICTED CHANGES IN THE STUDENTS DID NOT OCCUR, UNSOLICITED REPORTS FROM GROUP PARTICIPANTS INDICATED SIGNIFICANT IMPROVEMENT IN FAMILY RELATIONS WHICH RESULTED IN SIGNIFICANT IMPROVEMENT OF SOME OF THE CHILDREN. AN

ADDITIONAL INVESTIGATION OF THE CLASSIFICATION PROCESS WAS MADE TO DETERMINE THE ACCURACY OF VERBAL CLASSIFICATIONS MADE FROM TAPE RECORDINGS OF THE GROUP SESSIONS BY COMPARISON WITH CLASSIFICATION BASED ON KINESCOPES OF THE SESSIONS. (AL)

ED 002 993 24

RESPONSE PATTERNS ASSOCIATED WITH GROUP COUNSELING.
BY- OHLSEN, MERLE M. PROFF, FRED C.
ILLINOIS UNIV., URBANA, COLL. OF EDUCATION
REPORT NUMBER CRP-934 PUB DATE 60
EDRS PRICE MF-$0.09 HC-$1.40 35P.

DESCRIPTORS- *BEHAVIOR DEVELOPMENT, *COUNSELING, *COUNSELORS, *INTERPERSONAL RELATIONSHIP, *MEASUREMENT, BEHAVIOR PATTERNS, BEHAVIOR PROBLEMS, COUNSELING TECHNIQUES, GRADE 9, GROUP COUNSELING, GROUP THERAPY, GROWTH PATTERNS, ILLINOIS, INTERPERSONAL PROBLEMS, PREDICTIVE ABILITY (TESTING), PREDICTIVE MEASUREMENT, PSYCHOLOGISTS, URBANA,

FURTHER ANALYSES OF DATA COLLECTED IN AN EARLIER STUDY (ED 002 992) WERE CONDUCTED TO DETERMINE EFFECTS OF SELECTED GROUP COUNSELING FACTORS INCLUDING (1) RELATIONSHIPS BETWEEN CLIENT GROWTH AND TOPICS DISCUSSED IN GROUP COUNSELING SESSIONS, (2) EFFECTS OF GROUP COMPOSITION ON COUNSELING GROUP INTERPERSONAL BEHAVIORS, AND (3) WAYS OF MEASURING CHANGES IN CLIENTS' BEHAVIOR. INTERACTIONS AMONG NINTH GRADERS AND PROSPECTIVE COUNSELORS WERE CLASSIFIED IN TERMS OF EFFECT, REFERENT, AND TOPIC. FOUR PSYCHOLOGISTS (NOT PREVIOUSLY CONNECTED WITH THE STUDY) ARRANGED PROTOCOLS OBTAINED FROM A PICTURE-STORY TEST IN ORDER FROM PRETEST TO FOLLOWUP TESTS FOR THE NINTH GRADERS AND THEIR PROSPECTIVE COUNSELORS. THEN THE EFFECT OF CHANGE ON PROTOCOL ARRANGEMENT WAS DETERMINED. INTERPERSONAL BEHAVIORS OF CLIENTS AND PROSPECTIVE COUNSELORS WERE THEN GROUPED UNDER THE CATEGORIES OF APPROACH, ATTACK, AND WITHDRAWAL. ANALYSIS OF VARIANCE, CHI SQUARE, AND RANK ORDER CORRELATIONS WERE THEN PERFORMED. MAJOR OBJECTIVES OF THE STUDY WERE NOT ACHIEVED. CUES USED TO ARRANGE PROTOCOLS, HOWEVER, SUGGESTED MEANINGFUL QUESTIONS FOR SUBSEQUENT ANALYSIS. (WN)

ED 002 994 24

THE BRIDGE PROJECT FOLLOWUP STUDY.
BY- GREENBERG, HAROLD AND OTHERS
CITY UNIV. OF NEW YORK, QUEENS COLL., FLUSHING,N.Y
REPORT NUMBER CRP-935-SUPPL. PUB DATE DEC 65
EDRS PRICE MF-$0.09 HC-$2.24 56P.

DESCRIPTORS- *CULTURALLY DISADVANTAGED, *CURRICULUM ENRICHMENT, *FOLLOWUP STUDIES, *TEACHING METHODS, *TEAM TEACHING, ACHIEVEMENT GAINS, BRIDGE PROJECT, DISADVANTAGED YOUTH, FLUSHING, HIGH SCHOOL STUDENTS, NEW YORK, STUDENT ATTITUDES, TEACHER IMPROVEMENT,

AN EXPERIMENT CONDUCTED AT THE JUNIOR HIGH SCHOOL LEVEL IN NEW YORK CITY TO EVALUATE THE EFFECTIVENESS OF A NEW KIND OF LEARNING ENVIRONMENT ON THE EDUCATION OF DISADVANTAGED YOUTH WAS UNDERTAKEN AS A FOLLOWUP TO THE "BRIDGE" PROJECT. THE FUNDAMENTALS INVOLVED USING A NEW TYPE OF TEAM-TEACHING INSTRUCTION IN THE AREAS OF ENGLISH, MATHEMATICS, SCIENCE, AND SOCIAL STUDIES. INITIAL RESULTS SHOWED NO SIGNIFICANT DIFFERENCES IN THIS NEW TEACHING APPROACH OVER THE CONVENTIONAL APPROACH. IN THE BELIEF THAT SOME RESULTS IN ACHIEVEMENT AND ATTITUDES OF THE STUDENT PARTICIPANTS MIGHT FIRST BECOME EVIDENT SUBSEQUENT TO THE TERMINATION OF THE PROJECT, THE FOLLOWUP INVESTIGATION WAS IMPLEMENTED. OF 130 EXPERIMENTAL AND CONTROL SUBJECTS WHO COMPLETED THE ORIGINAL TEST-RETEST PROGRAM, APPROXIMATELY 100 WERE LOCATED AND INTERVIEWED. PRIOR TO THE INTERVIEWS, DATA WERE OBTAINED ON EACH SUBJECT RELATING TO (1) ENROLLMENT IN HIGH SCHOOL, (2) CURRICULUM PURSUED, (3) DROPOUT INFORMATION AND WORK HISTORIES, AND (4) ACADEMIC, BEHAVIOR, AND ATTENDANCE RECORDS. THE INTERVIEWS SOUGHT INFORMATION CONCERNING (1) SATISFACTION WITH SCHOOL WORK, (2) PERCEPTIONS OF ACADEMIC PERFORMANCE, (3) FUTURE PLANS AND ASPIRATIONS, (4) EVALUATIONS OF JUNIOR HIGH SCHOOL EXPERIENCES, (5) REASONS FOR DROPPING OUT OF SCHOOL, AND (6) WORK EXPERIENCE SATISFACTIONS (IN CASES OF DROPOUTS). ON ALL THESE VARIABLES NO STATISTICALLY SIGNIFICANT DIFFERENCES BETWEEN THE EXPERIMENTAL AND CONTROL GROUPS WERE FOUND. (JH)

ED 002 995 24

HIGHER EDUCATION OF SOUTHWESTERN INDIANS WITH REFERENCE TO SUCCESS AND FAILURE.
BY- MCGRATH, G.D. AND OTHERS
ARIZONA STATE UNIV., TEMPE
REPORT NUMBER CRP-938 PUB DATE 62
EDRS PRICE MF-$0.45 HC-$12.72 318P.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *AMERICAN INDIAN, *COLLEGE ATTENDANCE, *COLLEGE INSTRUCTION, ACADEMIC ASPIRATION, ACADEMIC FAILURE, ACADEMIC PERFORMANCE, ARIZONA, COLLEGE PREPARATION, COLLEGE PROGRAMS, COLLEGE ROLE, HIGHER EDUCATION, PEARSON PRODUCT MOMENT CORRELATIONS, RESEARCH, RESEARCH PROBLEMS, RESEARCH TOOLS, SCHOLARSHIP FUNDS, SCHOLARSHIP LOANS, SCHOLARSHIPS, TEMPE,

REPORTED HERE ARE EVALUATIVE FINDINGS OF FACTORS CONTRIBUTING TO THE SUCCESS OR FAILURE OF HIGHER EDUCATION FOR SOUTHWESTERN INDIANS. DATA PREVIOUSLY COLLECTED BY GOVERNMENT AGENCIES, INDIAN TRIBES, AND OTHERS WERE COLLECTED AND ORGANIZED FOR ANALYSIS. INTERVIEWS AND QUESTIONNAIRES WERE THEN USED TO OBTAIN DATA FROM 43 HIGHER EDUCATION INSTITUTIONS AND FROM LEADERS OF 37 TRIBES. INDIANS ENROLLED DURING THE 1958 PERIOD WERE ALSO CONTACTED. METHODS USED TO AWARD INDIAN SCHOLARSHIPS WERE CATALOGED FOR COMPARISON WITH INDICATED RELIABLE PREDICTORS OF INDIAN ACADEMIC SUCCESS. A CONTROL GROUP OF 50 NON-INDIAN COLLEGE STUDENTS WAS USED. ANALYSIS CONSISTED PRIMARILY OF DETERMINING FREQUENCY COUNTS OF CATEGORIZED RESPONSES ON DATA COLLECTION INSTRUMENTS INCLUDED IN A SUPPLEMENTAL REPORT (ED 002 996). PEARSON PRODUCT-MOMENT CORRELATIONS WERE USED TO DETERMINE DEGREES OF RELATIONSHIP BETWEEN 69 PREDICTION VARIABLES AND GRADE POINT AVERAGES. A LITERATURE SEARCH INDICATED THAT LITTLE COMPREHENSIVE RESEARCH HAS BEEN PERFORMED IN THE FIELD OF INDIAN EDUCATION. ONLY FIVE CASES OF FUNDED RESEARCH IN VARIOUS STAGES OF COMPLETION WERE DISCOVERED. ONLY 15 COLLEGES REPORTED COURSES IN INDIAN EDUCATION. OF THESE, 12 WERE OFFERED AT ARIZONA STATE UNIVERSITY. FREQUENCIES OF NUMEROUS FACTORS RELATED TO INDIAN STUDENT SUCCESS OR FAILURE ARE REPORTED WITH 25 SEPARATE CONCLUSIONS. FIFTY-TWO REFERENCES ARE INCLUDED IN THE BIBLIOGRAPHY. RECOMMENDATIONS FOR SCHOLARSHIP-GRANTING AGENCIES AND INDIAN TRIBAL LEADERS ARE PRESENTED ALONG WITH RECOMMENDATIONS FOR ELEMENTARY AND HIGH SCHOOLS, COLLEGES, AND UNIVERSITIES WITH LARGE INDIAN

ENROLLMENTS. (WN)

ED 002 996 24

HIGHER EDUCATION OF SOUTHWESTERN INDIANS WITH REFERENCE TO SUCCESS AND FAILURE.
BY- MCGRATH, G.D.
ARIZONA STATE UNIV., TEMPE
REPORT NUMBER CRP-938-SUPPL. PUB DATE 62
EDRS PRICE MF-$0.27 HC-$5.44 136P.

DESCRIPTORS- *AMERICAN INDIAN, *DATA COLLECTION, *HIGHER EDUCATION, *INTERVIEWS, *RESEARCH TOOLS, ARIZONA, DATA SHEETS, FIELD INTERVIEWS, QUESTION ANSWER INTERVIEWS, QUESTIONNAIRES, RESEARCH METHODOLOGY, TEMPE,

REPORTED HERE ARE VARIOUS QUESTIONNAIRES, FORMS, AND STRUCTURED INTERVIEW MATERIALS USEFUL AS A SUPPLEMENT TO ED 002 995. THE MATERIAL WAS USED TO COLLECT DATA FOR A STUDY OF THE HIGHER EDUCATION OF SOUTHWESTERN UNITED STATES INDIANS. INSTRUCTIONS FOR ADMINISTERING EACH DEVICE ARE INCLUDED. (WN)

ED 002 997 24

EFFECTS OF SPECIAL TRAINING ON THE ACHIEVEMENT AND ADJUSTMENT OF GIFTED CHILDREN.
BY- HAMPTON, NELLIE D.
STATE COLLEGE OF IOWA, CEDAR FALLS
REPORT NUMBER CRP-923 PUB DATE 62
EDRS PRICE MF-$0.09 HC-$1.88 47P.

DESCRIPTORS- *ACADEMIC ABILITY, *ACHIEVEMENT, *ADJUSTMENT (TO ENVIRONMENT), *GIFTED, *SPECIAL EDUCATION, ACADEMIC ACHIEVEMENT, CEDAR FALLS, EMOTIONAL EXPERIENCES, GRADE 5, INSTITUTE OF CHILD STUDY SECURITY TEST, INTELLECTUAL EXPERIENCES, IOWA, IOWA TESTS OF BASIC SKILLS, SOCIAL DEVELOPMENT, SRA JUNIOR INVENTORY (FORM "S"), STUDENT INTERESTS, STUDENT NEEDS, STUDENT PROBLEMS, SUMMER PROGRAMS, SUPERIOR STUDENTS,

AN ATTEMPT WAS MADE TO DEVELOP AND EVALUATE AN ADMINISTRATIVELY PRACTICAL EDUCATIONAL PROGRAM FOR INTELLECTUALLY GIFTED PUPILS IN SPARSELY POPULATED AREAS. THREE GROUPS OF APPROXIMATELY 60 FIFTH-GRADE SUBJECTS EACH WERE IDENTIFIED FOR THE STUDY. ONE GROUP (EXPERIMENTAL) WAS TRANSPORTED DAILY TO A CENTRAL LOCATION FOR AN 8-WEEK SUMMER SESSION, WHICH HAD CURRICULUM ADAPTED TO THE SPECIAL ABILITIES OF THESE CHILDREN AND TO THE KINDS OF SCHOOLS THEY ATTENDED DURING THE REGULAR YEAR. THE TWO OTHER GROUPS, DIFFERING IN THEIR AWARENESS OF INCLUSION IN THE EXPERIMENT, WERE SET UP FOR COMPARATIVE CONTROL PURPOSES. POST-TESTING WAS DELAYED APPROXIMATELY 1 ACADEMIC YEAR AFTER THE EXPERIMENTAL GROUP COMPLETED THEIR SPECIAL SUMMER TRAINING. THE TEST BATTERY WAS DESIGNED TO MEASURE ACADEMIC SKILLS, SOCIAL AND EMOTIONAL SECURITY, NEEDS AND PROBLEMS, INTERESTS, AND CLASSROOM REPUTATION. PRE-EXPERIMENTAL NULL HYPOTHESES HAD BEEN ESTABLISHED ON ALL THESE VARIABLES, STATING THAT THERE WOULD BE NO SIGNIFICANT DIFFERENCES IN THE POST-TEST RESULTS AMONG THE THREE GROUPS. FOR THE MOST PART, THESE HYPOTHESES WERE SUBSTANTIATED. ONLY IN THE ACADEMIC AREAS DID THE RESULTS GENERALLY FAVOR THE EXPERIMENTAL GROUP. (JH)

ED 002 998 24

CHANGES IN SCHOOLS WHICH DO AND DO NOT SEND STAFF MEMBERS TO TRAINING INSTITUTES IN COUNSELING.
BY- RUNKEL, PHILIP J. AND OTHERS
ILLINOIS UNIV., URBANA, BUR. OF EDUC. RESEARCH
REPORT NUMBER CRP-939 PUB DATE 61
EDRS PRICE MF-$0.27 HC-$5.48 137P.

DESCRIPTORS- *COUNSELING PROGRAMS, *SCHOOL PERSONNEL, *TEACHER ATTITUDES, *TEACHER EDUCATION, *TESTING PROGRAMS, COUNSELOR TRAINING, HIGH SCHOOLS, ILLINOIS, TEST RESULTS, URBANA,

DATA DERIVED FROM THREE STUDIES WERE USED IN ANALYSES OF (1) SELECTED SECONDARY SCHOOL TEST PRACTICES AND ATTITUDES AND (2) THE RELATIVE EFFECTIVENESS OF TRAINING RECEIVED IN SUMMER GUIDANCE INSTITUTES FOR TEACHERS AND COUNSELORS. TWO OF THE THREE STUDIES WERE PREVIOUS COOPERATIVE RESEARCH PROJECTS--CRP 509, "THE USE OF TEST RESULTS," AND CRP 702, "EFFECTS ON THE USE OF TESTS BY TEACHERS TRAINED IN A SUMMER INSTITUTE." THE THIRD STUDY (THE PRESENT ONE) DEALS WITH 50 ILLINOIS SCHOOLS WHICH DID NOT SEND PERSONNEL TO THE ILLINOIS SUMMER INSTITUTE OF 1959. HIGH SCHOOL ADMINISTRATORS, GUIDANCE COUNSELORS, AND TEACHERS IN THIS HYPOTHETICAL GROUP BECAME A CONTROL IN WHICH TESTING ATTITUDES AND PRACTICES WERE COMPARED TO THE TWO PREVIOUS STUDIES. IMPLICATIONS WERE THAT ATTEMPTS TO INFLUENCE TESTING AND COUNSELING ATTITUDES AND PRACTICES IN SECONDARY SCHOOLS COULD BE POSITIVELY AFFECTED BY (1) INTENSIVE FACULTY FAMILIARIZATION PROGRAMS AND (2) MORE EFFECTIVE PREPARATION AND INDOCTRINATION OF FACULTY MEMBERS WHO ATTEMPT TO INSTITUTE EDUCATIONAL CHANGE. (JH)

ED 002 999 24

TRENDS IN POST-HIGH SCHOOL PLANS OVER A 11-YEAR PERIOD.
BY- BERDIE, RALPH F. HOOD, ALBERT B.
MINNESOTA UNIV., MINNEAPOLIS
REPORT NUMBER CRP-951 PUB DATE 63
CONTRACT OEC-SAE-8976
EDRS PRICE MF-$0.27 HC-$6.64 166P.

DESCRIPTORS- *ACADEMIC ABILITY, *HIGH SCHOOL GRADUATES, *POST HIGH SCHOOL GUIDANCE, *SOCIAL STUDIES, *STATISTICAL SURVEYS, BACKGROUND, DATA ANALYSIS, EMPLOYMENT, HIGH SCHOOL STUDENTS, HIGHER EDUCATION, MINNEAPOLIS, MINNESOTA, PREDICTIVE ABILITY (TESTING), QUESTIONNAIRES, SOCIOECONOMIC INFLUENCES, SURVEYS, TALENTED STUDENTS,

A SURVEY WAS MADE IN 1961 OF ALL (APPROXIMATELY 45,000) GRADUATING SENIORS IN MINNESOTA HIGH SCHOOLS AND PRIVATE SCHOOLS TO LEARN OF TRENDS IN POST-HIGH SCHOOL PLANNING. THE SURVEY CONSISTED OF AN APTITUDE TEST, ACHIEVEMENT RECORDS, AND A QUESTIONNAIRE ENTITLED "AFTER HIGH SCHOOL--WHAT." IN 1962, A SAMPLE OF STUDENTS WAS SELECTED TO COMPLETE A QUESTIONNAIRE INDICATING THEIR MAJOR ACTIVITIES FOLLOWING HIGH SCHOOL GRADUATION. A SIMILAR SURVEY HAD BEEN MADE IN 1950 MAKING IT POSSIBLE TO COMPARE DATA COLLECTED IN EACH OF THE SURVEY YEARS. INFORMATION WAS ALSO GATHERED RELATING TO THE STUDENTS' FAMILIES AND THEIR SOCIAL, CULTURAL, ECONOMIC, FINANCIAL, AND PERSONALITY BACKGROUNDS. DATA WERE ANALYZED ACCORDING TO SEX, AREAS IN WHICH THE STUDENTS LIVED, ABILITY, AND EMPLOYMENT OF THE FATHERS. STATISTICAL METHODS INCLUDED A

DETERMINATION OF DIFFERENCES BETWEEN PERCENTAGES, COMPARISON OF MEANS AND VARIANCE, AND COMPUTATION OF ZERO ORDER AND MULTIPLE CORRELATION COEFFICIENTS. THE OBSERVATIONS OF THE 1961 SURVEY CORRESPONDED TO SIMILAR OBSERVATIONS OF THE 1950 SURVEY. PRINCIPAL FINDINGS WERE (1) THE PROPORTION OF STUDENTS ACTUALLY ATTENDING COLLEGE RESEMBLED THE PROPORTION PLANNING TO ATTEND, (2) THE PROPORTION OF STUDENTS ATTENDING COLLEGE HAD INCREASED ONLY ONE-HALF OF ONE PERCENTAGE POINT PER YEAR OVER THE 11-YEAR PERIOD, (3) THE PROPORTION OF HIGH ABILITY STUDENTS PLANNING TO ATTEND COLLEGE INCREASED MORE THAN DID THE PROPORTION OF THE TOTAL GROUP OF STUDENTS, AND (4) PLANS TO ATTEND COLLEGE ARE RELATED TO ABILITY, ECONOMIC AND CULTURAL STATUS, SEX, FAMILY ATTITUDE, AND PERSONAL VALUES. SUGGESTIONS ARE INCLUDED FOR SENIOR GUIDANCE. (JC)

ED 003 000 24

THE STANDARDIZATION OF THE THIRD REVISION OF THE STANFORD-BINET INTELLIGENCE SCALE ON NEGRO ELEMENTARY SCHOOL CHILDREN IN GRADES ONE, TWO, AND THREE IN THE SOUTHEASTERN UNITED STATES.
BY- VAN DE RIET, VERNON
FLORIDA ST. UNIV., TALLAHASSEE
REPORT NUMBER CRP-954 PUB DATE AUG 62
EDRS PRICE MF-$0.18 HC-$3.48 87P.

DESCRIPTORS- *NEGRO STUDENTS, *PRIMARY GRADES, *PSYCHOLOGICAL TESTS, *PSYCHOMETRICS, *SOCIOECONOMIC STATUS, ALABAMA, FLORIDA, GEORGIA, MEASUREMENT, QUESTIONNAIRES, REGIONAL PROGRAMS, SOUTH CAROLINA, STANFORD BINET INTELLIGENCE SCALE, TALLAHASSEE, TENNESSEE,

THE OBJECTIVES OF THIS STUDY WERE TO PROVIDE NORMS FOR NEGRO CHILDREN IN THE SOUTHEASTERN UNITED STATES ON THE THIRD REVISION OF THE STANFORD-BINET INTELLIGENCE SCALE. SUBJECTS WERE DRAWN FROM THREE COUNTY SCHOOL SYSTEMS IN EACH OF THE STATES OF ALABAMA, GEORGIA, FLORIDA, SOUTH CAROLINA, AND TENNESSEE. EXAMINERS WERE TRAINED FOR UNIFORMITY OF PROCEDURE. DEMOGRAPHIC QUESTIONNAIRES WERE ADMINISTERED TO PARENTS. THE 900 CHILDREN WERE ADMINISTERED THE TEST AT THE FIRST-, SECOND-, AND THIRD-GRADE LEVELS. ITEM ANALYSIS WAS PERFORMED TO DETERMINE APPROPRIATENESS OF ITEMS AT EACH AGE LEVEL, AND CORRELATIONS MADE BETWEEN DEMOGRAPHIC AND BIOGRAPHIC DATA AND THE INTELLIGENCE AND ACHIEVEMENT MEASURES OBTAINED. AN ANALYSIS OF THE RESULTS INDICATED THAT THE MEAN IQ OF THE TOTAL GROUP WAS 80.82 AND THE STANDARD DEVIATION, 12.40. NO SIGNIFICANT DIFFERENCES IN IQ WERE FOUND BETWEEN THE GRADES AND SEXES ALTHOUGH THERE WERE SIGNIFICANT DIFFERENCES IN IQ FOR AGE, SOCIOECONOMIC STATUS, AND COMMUNITY SIZE BEYOND THE .01 LEVEL. RESULTS INDICATE THAT THERE IS NEARLY A 20-POINT IQ DIFFERENCE BETWEEN THE MEAN STANDARDIZATION SCORE OF THE 1960 STANFORD-BINET AND THE MEAN OF THIS SAMPLE. (HB)

ED 003 001 24

EDUCATIONAL ACHIEVEMENT AND ASPIRATIONS OF UNDERGRADUATE MARRIED STUDENTS AS COMPARED TO UNDERGRADUATE UNMARRIED STUDENTS, WITH ANALYSIS OF CERTAIN ASSOCIATED VARIABLES.
BY- CHILMAN, CATHERINE S. MEYER, DONALD L.
SYRACUSE UNIV., N.Y.
REPORT NUMBER CRP-961 PUB DATE 63
EDRS PRICE MF-$0.90 HC-$22.44 561P.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *COLLEGE STUDENTS, *EDUCATIONAL ATTITUDES, *MARITAL STATUS, *PERSONALITY ASSESSMENT, ATTITUDES, NEW YORK, QUESTIONNAIRES, STERN ACTIVITIES INDEX, STUDENT ATTITUDES, SURVEYS, SYRACUSE,

A COMPARISON WAS MADE OF THE ACHIEVEMENTS AND ASPIRATIONS OF UNDERGRADUATE MARRIED STUDENTS WITH THOSE OF UNDERGRADUATE UNMARRIED STUDENTS. THE STUDY OBJECTIVES WERE (1) TO DETERMINE TO WHAT EXTENT MARRIED MEN AND WOMEN UNDERGRADUATE COLLEGE STUDENTS DIFFER FROM UNMARRIED STUDENTS IN ACADEMIC ACHIEVEMENT, STATED ATTITUDES TOWARD THEIR EDUCATION AND EDUCATIONAL-VOCATIONAL GOALS, AND ASSOCIATED SOCIOPSYCHOLOGICAL VARIABLES AND (2) TO ASCERTAIN THE EXPRESSED ATTITUDE OF WOMEN AND THEIR HUSBANDS TOWARD THE FUTURE EDUCATION OF BOTH MEMBERS OF THE MARRIED PAIR. THE STRATIFIED RANDOM SAMPLE OF MARRIED STUDENTS CONSISTED OF 109 MARRIED MEN AND WOMEN, AND THE STRATIFIED SAMPLE OF SINGLE STUDENTS CONSISTED OF 47 SINGLE MEN AND 55 SINGLE WOMEN. THE STERN ACTIVITIES INDEX WAS USED TO MEASURE PERSONALITY NEEDS. SEMISTRUCTURED INTERVIEWS WERE CONDUCTED WITH A RANDOM SAMPLE OF 17 MARRIED COUPLES, 12 SINGLE WOMEN, AND 13 SINGLE MEN. RECORDS OF THE ACADEMIC GRADES DURING THE PRECEDING SEMESTER WERE OBTAINED FOR ALL OF THE STUDY POPULATION. SIGNIFICANT DIFFERENCES WERE FOUND FOR CERTAIN MEASURED PERSONALITY TRAITS AND VARIABLES RELATED TO (1) EDUCATIONAL VALUES, GOALS, AND ATTITUDES, (2) FAMILY BACKGROUND, CURRENT LIFE SITUATION, (3) DATING AND COURTSHIP, AND (4) PERCEIVED SATISFACTION. SIGNIFICANT DIFFERENCES ARE DETAILED IN THE REPORT. (HB)

ED 003 002 24

THE EFFECTS OF LISTENING TRAINING ON THE AUDITORY THRESHOLDS OF MENTALLY RETARDED CHILDREN.
BY- SCHLANGER, BERNARD B.
WEST VIRGINIA UNIV., MORGANTOWN
REPORT NUMBER CRP-973 PUB DATE SEP 61
CONTRACT OEC-SAE-8936
EDRS PRICE MF-$0.18 HC-$5.16 129P.

DESCRIPTORS- *AUDITION (PHYSIOLOGY), *DEAF CHILDREN, *LISTENING SKILLS, *MENTALLY HANDICAPPED, *RETARDED CHILDREN, AUDITORY DISCRIMINATION, AUDITORY TRAINING, AURALLY HANDICAPPED, DEAF RESEARCH, INTELLIGENCE, INTELLIGENCE TESTS, MORGANTOWN, PEABODY PICTURE VOCABULARY TEST, ST. MARY'S TRAINING SCHOOL, STANFORD BINET TEST OF INTELLIGENCE, TRAINING, WEST VIRGINIA,

THE EFFECTS OF LISTENING TRAINING ON THE AUDITORY THRESHOLDS OF MENTALLY RETARDED CHILDREN WERE DETERMINED. THE EFFECTS OF LISTENING TRAINING AND ITS PROMISE FOR LOWERED THRESHOLDS WERE INVESTIGATED AND EVALUATED FROM CHANGES IN MAGNITUDE SCORES, DIRECTION OF THRESHOLD, INTELLIGENCE, AND BEHAVIORAL CHANGES IN COMMUNICATION ATTITUDES OR RATED BY INSTRUCTORS. FROM A TOTAL OF 400 CHILDREN, ONLY 199 WERE CONSIDERED CAPABLE OF RESPONDING TO HEARING TESTS. THOSE CHILDREN WHO DEMONSTRATED HEARING THRESHOLDS OF 30 DECIBELS OR GREATER AT TWO FREQUENCIES IN THE SPEECH RANGE NUMBERED 77, REPRESENTING 38.7 PERCENT INCIDENCE OF HEARING LOSS. ADDITIONAL TESTING ILLUSTRATED A REDUCTION OF THE INCIDENCE. THE EFFECTS OF THE PROGRAM UPON AUDITORY THRESHOLDS WERE OBSERVABLE, BUT NOT STATISTICALLY SIGNIFICANT. POSITIVE EFFECTS WERE ILLUSTRATED IN THE OTHER AREAS INVESTIGATED. IN

ORDER TO NEGATE SOME OF THE BEHAVIORAL AND PHYSIOLOGICAL FACTORS WHICH INHIBIT RESPONSES TO AUDITORY STIMULI, IT WAS RECOMMENDED THAT HEARING TESTS BE REPEATED AT SELECTED INTERVALS, THAT A BATTERY OF TESTS BE GIVEN, AND THAT LISTENING TRAINING PRECEDE EXAMINATIONS. (JC)

ED 003 003 24

COMPREHENSION OF RAPID SPEECH BY THE BLIND, PART 1.
BY- BIXLER, RAY H. AND OTHERS
LOUISVILLE UNIV., KENTUCKY
REPORT NUMBER CRP-1005-PT. 1 PUB DATE 61
EDRS PRICE MF-$0.09 HC-$1.84 46P.

DESCRIPTORS- *BLIND CHILDREN, *INSTRUCTIONAL INNOVATION, *READING INSTRUCTION, *SPEECH COMPRESSION, AUDITION (PHYSIOLOGY), BRAILLE, GRADE 6, GRADE 7, GRADE 8, INSTRUCTION, INSTRUCTIONAL TECHNOLOGY, KENTUCKY, LISTENING, LOUISVILLE, ORAL COMMUNICATION, READING SPEED,

READING COMPREHENSION OF BLIND CHILDREN READING BRAILLE SELECTIONS WAS COMPARED WITH COMPREHENSION OF BLIND CHILDREN WHO HEARD THE SAME SELECTIONS AT VARIED RATES. CHANGES IN WORD RATES WERE ACCOMPLISHED WITH SPEECH COMPRESSION TECHNIQUES. APPROXIMATELY 290 BRAILLE READERS OF BOTH SEXES FROM SIXTH-, SEVENTH-, AND EIGHTH-GRADE RESIDENTIAL SCHOOLS FOR THE BLIND WERE SUBJECTS FOR THE STUDY. ATYPICAL (NEWLY ENROLLED OR NEWLY BLINDED) SUBJECTS WERE EXCLUDED FROM THE SAMPLE. SUBJECTS WERE RANDOMLY DIVIDED INTO SEVEN GROUPS. ONE GROUP READ TWO BRAILLE SELECTIONS. ONE GROUP WAS USED AS A CONTROL FOR PRIOR LEARNING. SEPARATE GROUPS OF SUBJECTS LISTENED TO THE SELECTIONS PRESENTED AT ASSIGNED WORD-PER-MINUTE RATES (175, 225, 275, 325, 375). THE SELECTIONS PRESENTED INCLUDED A SCIENTIFIC AND A LITERARY PASSAGE FROM CONTROLLED SEVENTH-GRADE TEXTS. SUBJECTS LISTENING TO WORDS AT ACCELERATED RATES WERE GIVEN INITIAL AND CONTROLLED PRACTICE. ALL SUBJECTS WERE TESTED WITH HIGHLY RELIABLE BRAILLE MULTIPLE CHOICE TESTS. DATA WERE TREATED BY ANALYSIS OF VARIANCE. INTERACTIONS AMONG THE TYPES AND MODES OF PRESENTATION WERE SIGNIFICANT. BRAILLE READERS INDICATED NO SIGNIFICANT LOSS OF LITERARY COMPREHENSION THROUGH 225 WORDS-PER-MINUTE AT THE 1-PERCENT LEVEL. THERE WAS NO SIGNIFICANT LOSS OF SCIENTIFIC COMPREHENSION THROUGH 275 WORDS-PER-MINUTE. (WN)

ED 003 004 24

THE SELF-CONCEPTS OF ELEMENTARY SCHOOL CHILDREN IN RELATION TO THEIR ACADEMIC ACHIEVEMENT, INTELLIGENCE, INTERESTS, AND MANIFEST ANXIETY.
BY- BLEDSOE, JOSEPH C. GARRISON, KARL C.
GEORGIA UNIV., ATHENS, COLL. OF EDUCATION
REPORT NUMBER CRP-1008 PUB DATE 62
EDRS PRICE MF-$0.36 HC-$8.40 210P.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *ANXIETY, *INTELLIGENCE, *INTERESTS, *SELF CONCEPT, ATHENS, CALIFORNIA ACHIEVEMENT TESTS, CALIFORNIA MENTAL ABILITY TEST, CHILD SELF DESCRIPTION SCALE, CHILDREN'S MANIFEST ANXIETY SCALE, GEORGIA, GRADE 4, GRADE 6, MICHIGAN PICTURE TEST, SELF CONCEPT SCALE, WHAT I LIKE TO DO (INTEREST SCALE),

RELATIONSHIPS WERE STUDIED OF ELEMENTARY SCHOOL CHILDREN'S SELF-CONCEPTS TO ACADEMIC ACHIEVEMENT, INTELLIGENCE, AND MANIFEST ANXIETY. SUBJECTS (270) WERE SELECTED FROM A GROUP OF APPROXIMATELY 600 FOURTH- AND SIXTH-GRADE PUPILS WHO WERE ADMINISTERED THE FOLLOWING GROUP TESTS--(1) SELF-CONCEPT SCALE, (2) CHILD SELF-DESCRIPTION SCALE, (3) CHILDREN'S MANIFEST ANXIETY SCALE, AND (4) AN INVENTORY TITLED, WHAT I LIKE TO DO. INTELLIGENCE MEASURES, FROM THE CALIFORNIA ACHIEVEMENT TESTS AND THE CALIFORNIA SHORT FORM TEST OF MENTAL ABILITY, WERE OBTAINED FROM CUMULATIVE RECORDS. CARDS FROM THE MICHIGAN PICTURE TEST WERE ADMINISTERED SHORTLY AFTER THE GROUP TESTS. RESULTING DATA WERE ANALYZED. FINDINGS WERE AMBIGUOUS, BUT THE AUTHORS CONCLUDE THAT THE SELF-CONCEPT OF THE STUDENT HAS AN IMPORTANT RELATIONSHIP TO HIS SUCCESS. (JK)

ED 003 005 24

TRAINING IN PROBLEM SOLVING.
BY- RIMOLDI, H.J.A. DEVANE, J.R.
LOYOLA UNIV., CHICAGO, ILL., PSYCHOMETRIC LAB.
REPORT NUMBER CRP-1015-PT. 1 PUB DATE 61
REPORT NUMBER PUB-21
EDRS PRICE MF-$0.18 HC-$4.84 121P.

DESCRIPTORS- *MEASUREMENT TECHNIQUES, *METHODS RESEARCH, *PROBLEM SETS, *PROBLEM SOLVING, *QUESTIONING TECHNIQUES, CHICAGO, EVALUATION, HENMAN NELSON TEST, HIGH SCHOOL STUDENTS, ILLINOIS, MEASUREMENT, MEASUREMENT INSTRUMENTS, METHODOLOGY, TESTING, THOUGHT PROCESSES,

CHANGES WERE STUDIED IN THE PROBLEM-SOLVING BEHAVIOR OF HIGH SCHOOL STUDENTS AS A FUNCTION OF A CAREFULLY DESIGNED TRAINING PROGRAM. TRAINING WAS DEFINED AS THE DEVELOPMENT OF STUDENT AWARENESS OF PROBLEM-SOLVING STRATEGIES USED. INSTRUMENTS WERE DEVELOPED AND REFINED TO MEASURE PROBLEM-SOLVING BEHAVIOR. SPECIFICALLY TESTED WAS THE FOLLOWING HYPOTHESIS--PROBLEM-SOLVING BEHAVIOR MAY BE EVALUATED BETTER BY STUDYING THE SEQUENCE OF QUESTIONS ASKED THAN BY EVALUATING PROBLEM SOLUTIONS. SOME OF THE PROBLEMS PRESENTED SETS OF QUESTIONS, OTHER PROBLEMS GENERATED STUDENT QUESTIONS. RECORDS WERE KEPT OF THE NUMBER AND ORDER OF QUESTIONS ASKED. APPROXIMATELY 50 HIGH SCHOOL STUDENTS WITH IQ RANGES ABOVE 120 (MEASURED BY THE HENMAN-NELSON TEST) WERE PAIRED AND RANDOMLY ASSIGNED TO EITHER A TRAINING OR CONTROL GROUP. TWO IDENTICAL SETS OF PROBLEMS WERE PRESENTED TO THE GROUPS. ONE SET WAS GIVEN IN A PRETEST ENVIRONMENT. PERFORMANCES ON THE SECOND SET OF PROBLEMS, GIVEN AFTER TRAINING, WERE COMPARED WITH PRETEST RESULTS. THE SCORING METHODS USED CONSIDERED (1) NUMBER OF QUESTIONS ASKED, (2) CHARACTERIZATION OF PERFORMANCE PROCESSES, (3) VERBAL REPORTS FROM TEST SUBJECTS, AND (4) NUMBER OF CORRECT SOLUTIONS. REPORTED FINDINGS INDICATED PERFORMANCE OF THE TRAINING GROUPS WAS SIGNIFICANTLY BETTER THAN THAT OF THE CONTROL GROUP. UTILIZATION AND ORDERING OF QUESTIONS WERE ESTABLISHED FOR LATER PUBLICATION (ED 003 006). (WN)

ED 003 006 24

SEQUENTIAL EVALUATION OF PROBLEM-SOLVING PROCESSES.
BY- RIMOLDI, H.J.A. HALEY, JOHN V.
LOYOLA UNIV., CHICAGO, ILL., PSYCHOMETRIC LAB.
REPORT NUMBER CRP-1015-PT. 2 PUB DATE 62
REPORT NUMBER PUB-22
EDRS PRICE MF-$0.09 HC-$1.16 29P.

DESCRIPTORS- *PROBLEM SOLVING, *PSYCHOMETRICS, *QUESTIONING TECHNIQUES, *RESEARCH, *TESTING, CHICAGO, COGNITIVE PROCESSES, ILLINOIS, MEASUREMENT,

QUESTION-STUDY AS A METHOD FOR INTERPRETING AND MEASURING PROBLEM-SOLVING BEHAVIOR WAS STUDIED. DATA WERE OBTAINED FROM A PREVIOUS STUDY (ED 003 005) AND ANALYZED. ANALYSES WERE PERFORMED TO DETERMINE WHETHER QUESTIONS WERE MORE USEFUL FOR ASSESSING PROBLEM-SOLVING BEHAVIOR THAN ANALYSIS OF SOLUTIONS. TECHNIQUES, FORMULAE, AND RESULTS PERTINENT TO USING QUESTION-STUDY FOR ASSESSING PROBLEM-SOLVING PROCESSES WERE ILLUSTRATED. DATA AVAILABLE FOR THIS STUDY PERMITTED ONLY A PARTIAL EXAMINATION OF THE PROBLEM. IT WAS INDICATED THAT VALIDATION OF THE METHOD WOULD REQUIRE A FORMAL EXPERIMENTAL APPROACH. THE STUDY INDICATED THAT THE LENGTH OF QUESTION SEQUENCES SHOULD ALSO BE INVESTIGATED. (WN)

ED 003 007 24

PSYCHOBIOLOGICAL MECHANISMS IN COMPLEX MENTAL PROCESSES AND THEIR CHANGES WITH AGE.
BY- RIMOLDI, H.J.A. AND OTHERS
LOYOLA UNIV., CHICAGO, ILL., PSYCHOMETRIC LAB.
REPORT NUMBER CRP-1015-PT. 3 PUB DATE 62
REPORT NUMBER PUB. 24
EDRS PRICE MF-$0.18 HC-$3.28 82P.

DESCRIPTORS- *COGNITIVE PROCESSES, *MEASUREMENT, *PHYSIOLOGY, *PROBLEM SOLVING, *PSYCHOLOGICAL PATTERNS, *QUESTIONING TECHNIQUES, CHICAGO, ILLINOIS, TESTING,

INTERRELATIONS AMONG PHYSIOLOGICAL AND PSYCHOLOGICAL VARIABLES OPERATING DURING PROBLEM-SOLVING TRIALS WERE STUDIED. A SIMULTANEOUS ANALYSIS OF THESE VARIABLES AIMS AT A STUDY OF STRESSES DEVELOPING WHEN SUBJECTS ATTEMPT PROBLEM-SOLVING. QUESTION-STUDY INTERPRETIVE TECHNIQUES AND PROBLEMS REFERENCED IN EARLIER REPORTS (ED 003 005 AND ED 003 006) WERE USED. CARDIAC RATES WERE RECORDED CONTINUOUSLY FROM 5 MINUTES BEFORE TO 5 MINUTES AFTER PROBLEM ADMINISTRATION. BASELINE CARDIAC RATES WERE COMPUTED FOR SUCCESSIVE TIMES. PSYCHOLOGICAL AND PHYSIOLOGICAL DATA RELATED TO ALL THE PROBLEMS WERE COLLECTED AND ANALYZED. FOR THE SAKE OF BREVITY, FINDINGS FROM ONLY ONE PROBLEM WERE PRESENTED. PERFORMANCE CURVES WERE PRESENTED WHICH INDICATED THAT THE PSYCHOLOGICAL AND PHYSIOLOGICAL PROCESSES WERE HIGHLY PERSONAL. THEY ALSO INDICATED THAT ATTEMPTS TO INTERPRET PROBLEM-SOLVING ABILITY BY ANALYZING PROBLEM SOLUTIONS WOULD BE MISLEADING. DIRECTIONS AND PLANS FOR CONTINUED RESEARCH WERE REPORTED. (WN)

ED 003 008 24

SEQUENTIAL EVALUATION OF THE WECHSLER ADULT INTELLIGENCE SCALE.
BY- FOGLIATTO, HERMELINDA M. AND OTHERS
LOYOLA UNIV., CHICAGO, ILL., PSYCHOMETRIC LAB.
REPORT NUMBER CRP-1015-PT. 4 PUB DATE 62
REPORT NUMBER PUB. 26
EDRS PRICE MF-$0.09 HC-$0.60 15P.

DESCRIPTORS- *INDIVIDUAL DIFFERENCES, *PREDICTIVE MEASUREMENT, *PROBLEM SOLVING, ADULT STUDENTS, BEHAVIOR, CHICAGO, COGNITIVE PROCESSES, ILLINOIS, NEUROSIS, PSYCHOSIS, TESTING, THOUGHT PROCESSES, WECHSLER BELLEVUE ADULT INTELLIGENCE SCALE,

DIFFERENCES WERE STUDIED AMONG NEUROTIC AND SCHIZOPHRENIC PERFORMANCES, ELICITED BY THE WECHSLER-BELLEVUE ADULT INTELLIGENCE SCALE (PICTURE ARRANGEMENT SUBTEST). TWO GROUPS OF 40 ABNORMAL ADULT SUBJECTS WITH INTELLIGENCE QUOTIENTS BETWEEN 84 AND 116 WERE TESTED. ONE-HALF OF THE SUBJECTS WERE SCHIZOPHRENIC. SUBJECTS WERE REQUIRED TO ARRANGE CARDS IN SEQUENCE. SUBJECTS' PERFORMANCES WERE EVALUATED BY FREQUENCIES OF SELECTION IN GIVEN POSITION SEQUENCES, REPORTED IN EARLIER STUDIES (ED 003 005, ED 003 006, AND ED 003 007). WHEN SUBJECT RESPONSES WERE INCORRECT, ACCORDING TO WECHSLER-BELLEVUE CRITERIA, NO DISCERNIBLE PATTERN WAS NOTICED FOR EITHER GROUP. THE FINDINGS INDICATED THAT ONE SEQUENCE (SERIES 5) DISCRIMINATED MOST SHARPLY BETWEEN PSYCHONEUROTICS AND SCHIZOPHRENICS. SERIES 5 WAS THE SEQUENCE USED MOST FREQUENTLY BY BOTH GROUPS TO RESPOND CORRECTLY. DETAILED RESULTS OF SERIES 5 PERFORMANCES WERE PRESENTED. PSYCHONEUROTICS DEMONSTRATED MORE CONSISTENT PERFORMANCE THAN SCHIZOPHRENICS. SUGGESTIONS FOR PERFORMING A SIMILAR COMPARISON FOR NORMAL SUBJECTS WERE ADVANCED. (WN)

ED 003 009 24

THE TEST OF DIAGNOSTIC SKILLS.
BY- RIMOLDI, H.J.A. AND OTHERS
LOYOLA UNIV., CHICAGO, ILL., PSYCHOMETRIC LAB.
REPORT NUMBER CRP-1015- PT. 5 PUB DATE 62
REPORT NUMBER PUB-25
EDRS PRICE MF-$0.18 HC-$2.72 68P.

DESCRIPTORS- *CLINICAL DIAGNOSIS, *MEDICAL EVALUATION, *MEDICAL STUDENTS, *PROBLEM SOLVING, CHICAGO, ILLINOIS, PERFORMANCE FACTORS, PHYSICIANS, TASK PERFORMANCE,

THE METHODS USED BY PHYSICIANS IN THE SOLUTION OF CLINICAL PROBLEMS WERE STUDIED. THIS WAS ACCOMPLISHED BY ANALYZING THE TYPE AND SEQUENCE OF QUESTIONS ASKED BY THE PHYSICIAN IN THE PROCESS OF UNDERSTANDING A PATIENT'S CONDITION. SEVEN TESTS WERE DESIGNED, TWO OF WHICH WERE THOROUGHLY EXPLORED. THESE TWO TESTS WERE ADMINISTERED SIMULTANEOUSLY TO GROUPS VARYING IN SIZE FROM APPROXIMATELY 5 TO 30 MEDICAL SCHOOL STUDENTS AND PHYSICIANS. THE SUBJECTS WERE INSTRUCTED TO LIST THE QUESTIONS ASKED DURING DIAGNOSIS. THE NATURE OF THE QUESTIONS WAS CLASSIFIED INTO THREE CATEGORIES--(1) CLINICAL INTERVIEW, (2) PHYSICAL EXAMINATION, AND (3) LABORATORY PROCEDURES. PERFORMANCE MEASURES OBTAINED SUGGEST THAT MEDICAL STUDENTS AT THE BEGINNING OF THEIR TRAINING VARY WIDELY IN THEIR APPROACH TO THE DIAGNOSTIC PROBLEM. DURING THEIR SENIOR YEAR OF TRAINING, INDIVIDUAL DIFFERENCES TEND TO BE MINIMAL. AFTER THE GRADUATED STUDENT GAINS CLINICAL EXPERIENCE, THERE APPEARS TO BE A GREATER VARIANCE IN THE NUMBER OF ITEMS SELECTED FOR A DIAGNOSIS. (WB)

ED 003 010 24

ADULT EDUCATION AND SOCIAL CLASS.
BY- LONDON, JACK AND OTHERS
CALIFORNIA UNIV., BERKELEY, SURVEY RESEARCH CTR.
REPORT NUMBER CRP-1017 PUB DATE DEC 63
EDRS PRICE MF-$0.36 HC-$10.32 258P.

DESCRIPTORS- *ADULT EDUCATION, *EDUCATIONAL ATTITUDES, *LEISURE TIME, *MIDDLE CLASS, *SOCIAL CLASS, *SOCIAL DIFFERENCES, BERKELEY, CALIFORNIA, EDUCATIONAL OPPORTUNITIES, LABORERS, SURVEYS, VOCATIONAL EDUCATION, WORK STUDY PROGRAMS,

IDENTIFICATION OF SOME OF THE VARIABLES THAT ENCOURAGE OR DISCOURAGE PARTICIPATION IN ADULT EDUCATION AMONG MIDDLE-CLASS AND WORKING-CLASS MEN WAS THE BASIS FOR THIS STUDY. A COMMUNITY SURVEY WAS USED TO LOCATE A SAMPLE OF PARTICIPANTS AND NONPARTICIPANTS, AS WELL AS TO PROVIDE DESCRIPTIVE DATA ABOUT THE RATES OF PARTICIPATION. A MATCHED SAMPLE SURVEY WAS USED TO PROVIDE DETAILED DATA AS TO WHY SOME MEN PARTICIPATE AND OTHERS DO NOT. THREE MAJOR FACTORS WERE FOUND TO AFFECT PARTICIPATION IN ADULT EDUCATION--THE LEVEL OF FORMAL EDUCATION, AGE, AND TYPE OF LEISURE ACTIVITY. THE STUDY FOUND THAT PARTICIPATION IN VOCATIONAL EDUCATION WAS A RATIONAL RESPONSE TO OCCUPATIONAL SITUATIONS. NONPARTICIPATION BY MANUAL WORKERS WAS FOUND TO RESULT FROM MISCONCEPTIONS ABOUT ADULT EDUCATION. THE STUDY REACHED THE CONCLUSION THAT SOME EFFORT MUST BE MADE TO IMPROVE THE UNDERSTANDING OF WORKING-CLASS BEHAVIOR AND VALUES AMONG ADMINISTRATORS AND TEACHERS WHO OPERATE PROGRAMS DESIGNED FOR WORKING-CLASS ADULTS. A FURTHER SUGGESTION WAS MADE THAT AN IMPORTANT CONDITION FOR INCREASING MOTIVATION AND INTEREST IN CONTINUING EDUCATION MAY BE IN DESIGNING WORK SO THAT IT REQUIRES FURTHER LEARNING. AMONG THE IMPLICATIONS ARISING OUT OF THE STUDY WAS THE POTENTIALLY SIGNIFICANT ROLE OF ADULT EDUCATION IN THE USE OF LEISURE TIME. (AW)

ED 003 011 24

FUNCTIONS OF STUDENT TEACHING, ATTITUDE FORMATION, AND INITIATION IN ELEMENTARY STUDENT TEACHING.
BY- IANNACCONE, LAURENCE BUTTON, H. WARREN
WASHINGTON UNIV., ST.LOUIS, MO.,GRAD.INST.OF EDUC.
REPORT NUMBER CRP-1026 PUB DATE JUL 64
EDRS PRICE MF-$0.18 HC-$5.00 125P.

DESCRIPTORS- *ELEMENTARY EDUCATION, *PROGRAM EVALUATION, *STUDENT TEACHING, ANXIETY, ATTITUDES, CHANGING ATTITUDES, COMMUNICATION (THOUGHT TRANSFER), MISSOURI, SELF CONCEPT, ST. LOUIS, TEACHER EDUCATION,

STUDENT TEACHING WAS EXAMINED TO DESCRIBE THE PART THIS EXPERIENCE PLAYS IN MAKING A TEACHER. THREE HYPOTHESES WERE TESTED--(1) FROM THE POINT OF VIEW OF THE EXPERIENCED TEACHER SUBCULTURE, STUDENT TEACHING HAS THE FUNCTION OF TRANSMITTING THE NORMS OF THAT SUBCULTURE TO THE STUDENT TEACHER, (2) FROM THE STANDPOINT OF THE STUDENT TEACHER, THE EXPERIENCE PROVIDED TEACHER NORMS AND REDUCED ANXIETY CONCERNING TEACHING, AND (3) FROM THE POINT OF VIEW OF THE STUDENT TEACHER, STUDENT TEACHING CHANGED HIS SELF-IMAGE FROM THAT OF COLLEGE STUDENT TO TEACHER. FEMALE, ELEMENTARY STUDENT TEACHERS WERE SUBJECTED TO FOUR TESTING INSTRUMENTS AT THE BEGINNING, DURING, AND AT THE END OF THEIR STUDENT TEACHING EXPERIENCE. INTERVIEWS, ALSO, WERE CONDUCTED, AND DAILY DIARIES WERE ANALYZED. DATA DID NOT SUPPORT THE FIRST HYPOTHESIS, BUT INDICATED THAT STUDENT TEACHING SEEMS TO REDUCE ANXIETY RELATED TO BEING EVALUATED. STUDENT TEACHING ALSO APPEARED TO ENHANCE THE STUDENT TEACHER'S SELF-IMAGE AS A TEACHER. ANALYSIS OF DAILY DIARIES REFLECTED THE RELATIONSHIP OF ACTUAL STUDENT TEACHING PERFORMANCE TO PERSONAL ANXIETIES AND SELF-IMAGES. (WB)

ED 003 012 24

EDUCATION AS AN INSTRUMENT OF NATIONAL POLICY AND ECONOMIC DEVELOPMENT IN THE REPUBLIC OF CHINA, PHASE 1--EDUCATION AS AN INSTRUMENT OF NATIONAL POLICY IN SELECTED NEWLY DEVELOPING NATIONS.
BY- FOSTER, DONALD M. HANNA, PAUL R.
STANFORD UNIV., CALIF., SCHOOL OF EDUCATION
REPORT NUMBER CRP-1032-PT. 1
EDRS PRICE MF-$0.18 HC-$4.56 114P.

DESCRIPTORS- *EDUCATIONAL POLICY, *FOREIGN COUNTRIES, *INTERNATIONAL EDUCATION, CALIFORNIA, PLANNING, REPUBLIC OF CHINA, STANFORD,

AN EXAMINATION WAS MADE OF THE EDUCATIONAL POLICIES AND PROGRAMS OF THE REPUBLIC OF CHINA IN RELATION TO ITS NATIONAL GOALS FOR ECONOMIC DEVELOPMENT. THE OBJECTIVES WERE TO INVESTIGATE (1) THE EXTENT TO WHICH THIS NATION DELIBERATELY USES ITS EDUCATIONAL INSTITUTIONS AS AN INSTRUMENT OF NATIONAL DEVELOPMENT POLICY, (2) HOW EDUCATION IS CONTRIBUTING TO THE ACHIEVEMENT OF THESE GOALS, (3) WHAT EVIDENCE EXISTS THAT DESIRED RESULTS ARE BEING ACHIEVED, AND (4) WHAT NEW EDUCATIONAL REQUIREMENTS ARE NEEDED TO MEET NATIONAL DEVELOPMENT GOALS. VISITS WERE CARRIED OUT TO SCHOOLS, INDUSTRIES, AND GOVERNMENTAL ORGANIZATIONS FOR DISCUSSIONS WITH STUDENTS, EDUCATORS, WORKERS, INDUSTRIALISTS, AND OFFICIALS. TO COLLECT OBJECTIVE DATA, THREE SEPARATE BUT COMPLEMENTARY SURVEYS WERE CONDUCTED--(1) THE VOCATIONAL-INDUSTRIAL SCHOOL STUDENTS SURVEY, (2) THE VOCATIONAL-INDUSTRIAL SCHOOL GRADUATES SURVEY, AND (3) THE FACTORY SKILLED WORKER FORCE SURVEY. THESE SURVEYS PROVIDED VALID DATA FOR RECOMMENDED POLICY, PROGRAMS, AND IDENTIFICATION OF FUTURE RESEARCH. RECOMMENDATIONS ON NATIONAL EDUCATIONAL POLICY CHANGES AND REORGANIZATION WERE MADE IN NINE AREAS OF RESEARCH. (HB)

ED 003 013 24

FRENCH EDUCATIONAL STRATEGIES FOR SUB-SAHARAN AFRICA--THEIR INTENT, DERIVATION, AND DEVELOPMENT, PHASE 2--EDUCATION AS AN INSTRUMENT OF NATIONAL POLICY IN SELECTED NEWLY DEVELOPING NATIONS.
BY- BOLIBAUGH, JERRY B. HANNA, PAUL R.
STANFORD UNIV., CALIF., SCHOOL OF EDUCATION
REPORT NUMBER CRP-1032-PT. 2 PUB DATE 64
EDRS PRICE MF-$0.18 HC-$4.80 120P.

DESCRIPTORS- *EDUCATIONAL OPPORTUNITIES, *EDUCATIONAL STRATEGIES, *INTERNATIONAL EDUCATION, CALIFORNIA, EDUCATION, EDUCATIONAL ATTITUDES, EDUCATIONAL POLICY, EDUCATIONAL RESPONSIBILITIES, FRENCH WEST AFRICA, SENEGAL, STANFORD, SURVEYS,

A TWO-PART STUDY WAS CONDUCTED--(1) A HISTORICAL RECORD SURVEY AND CHRONOLOGICAL RECONSTRUCTION OF FRENCH EDUCATIONAL STRATEGIES FOR SUB-SAHARAN AFRICA FROM 1815 TO 1962, AND (2) AN ATTEMPT TO DISCOVER WHAT INFLUENCE THESE STRATEGIES HAD ON THE EDUCATION OF A FRENCH COLONY AND TO NOTE CHANGES THAT TOOK PLACE SINCE THE PEOPLE OF THIS COLONY GAINED INDEPENDENCE. THE EFFORT WENT BEYOND THE SEQUENTIAL DESCRIPTION OF EDUCATIONAL STRATEGIES TO INCLUDE THE CONDITIONS, THE EVENTS, AND THE ATTITUDES WHICH LED TO THEIR FORMATION, ACTIVATION, AND MODIFICATION. THE THREE ANALYTICAL

SECTIONS OF THE REPORT ARE CONCERNED WITH--(1) THE INTENTIONAL ASPECT OF THE EDUCATIONAL STRATEGIES, (2) THE DERIVATION OF THESE STRATEGIES, AND (3) MODES OF STRATEGY DEVELOPMENT, NOTING PARTICULARLY THE CHARACTERISTICS OF BOTH PRIVATE AND PUBLIC ORGANIZATIONS AND THEIR ROLES IN THE FORMATION AND IMPLEMENTATION OF NATIONAL POLICY. RESULTS REVEALED THAT THE FRENCH EDUCATIONAL ENDEAVOR IN SUB-SAHARAN AFRICA HAD MANY POSITIVE ASPECTS--(1) A FIRM ULTIMATE PURPOSE, (2) GUIDANCE BY PERCEPTIVE PLANNERS OF GRAND STRATEGY, AND (3) CONTINUING EDUCATIONAL ORGANIZATION. THESE WERE COUNTERPOSED, HOWEVER, BY A SERIOUS LACK OF FINANCIAL SUPPORT, INADEQUATE GRASS-ROOT IMPLEMENTATION, RAPID TURNOVER IN TOP ADMINISTRATION, AND AN INABILITY TO ADAPT TO THE NEEDS OF SUB-SAHARAN AFRICA, EVEN AS DETERMINED BY THE FRENCH THEMSELVES. (HB)

ED 003 014 24

FORMAL EDUCATION IN THE CONGO-BRAZZAVILLE, A STUDY OF EDUCATIONAL POLICY AND PRACTICE, PHASE 3--EDUCATION AS AN INSTRUMENT OF NATIONAL POLICY IN SELECTED NEWLY DEVELOPING NATIONS.
BY- LUCAS, GERARD HANNA, PAUL R.
STANFORD UNIV., CALIF., SCHOOL OF EDUCATION
REPORT NUMBER CRP-1032-PT. 3 PUB DATE 64
EDRS PRICE MF-$0.45 HC-$11.84 296P.

DESCRIPTORS- *EDUCATIONAL ATTITUDES, *EDUCATIONAL STRATEGIES, *INTERNATIONAL EDUCATION, BRAZZAVILLE, CALIFORNIA, CONGO, EDUCATION, EDUCATIONAL PLANNING, EDUCATIONAL POLICY, EDUCATIONAL PRACTICE, FRANCE, STANFORD,

FORMAL EDUCATION IN THE FORMER FRENCH COLONY, THE CONGO, WAS INVESTIGATED WITH PARTICULAR EMPHASIS UPON THE IMPLEMENTATION OF EDUCATIONAL POLICY. TWO VERY SPECIFIC PROBLEMS WERE STUDIED--(1) THE TRANSFER OF FORMAL, FRENCH EDUCATIONAL INSTITUTIONS TO AN AFRICAN SETTING FOR THE PURPOSE OF PERFORMING NORMATIVE FUNCTIONS PRESCRIBED BY THE SOCIETY AFFECTING THE TRANSFER, AND (2) THE INSTRUMENTAL USE OF THE TRANSFERRED INSTITUTIONS BY THE NEWLY SELF-DETERMINED RECIPIENT SOCIETY. THE DEVELOPMENT OF THE CONGOLESE SCHOOL SYSTEM SINCE 1883 WAS DESCRIBED IN THE CONTEXT OF THE COLONIAL SITUATION OF WHICH IT WAS A PART AND A PRODUCT. THE STUDY ALSO EXPLORED SOME AREAS OF RESEARCH AND POINTED OUT SOME INCONSISTENCES BETWEEN THE NATURE AND PURPOSES OF THE CURRENT CONGOLESE EDUCATIVE MESSAGE, THE ADEQUACY AND EFFECTIVENESS OF THE MEANS USED IN THE TRANSMISSION, AND THE QUALITY OF THE OUTCOMES OF THE EDUCATIVE PROCESS AS THEY RELATE TO THE GOALS OF THE CONGOLESE NATION. FINALLY, THE STUDY POINTS OUT THAT MORE PRODUCTIVE EFFORTS NEED TO BE EXERTED IF CONGOLESE FORMAL EDUCATION IS TO PERFORM ITS ROLE AS AN EFFECTIVE INSTRUMENT OF NATIONAL GOALS AND ASPIRATIONS. RESEARCH MAY HELP FIND OR CREATE SUCH AN INSTRUMENTAL ROLE FOR EDUCATION. (HB)

ED 003 015 24

POSSIBLE EFFECTS OF SELECTED EDUCATIONAL POLICIES AND PROGRAMS ON INCOME SIZE AND DISTRIBUTION IN THE INDUSTRIAL SECTOR OF PERU, PHASE 4--EDUCATION AS AN INSTRUMENT OF NATIONAL POLICY IN SELECTED NEWLY DEVELOPING NATIONS.
BY- WHITE, HARRY R. HANNA, PAUL R.
STANFORD UNIV., CALIF., SCHOOL OF EDUCATION
REPORT NUMBER CRP-1032-PT. 4 PUB DATE 64
EDRS PRICE MF-$0.27 HC-$5.40 135P.

DESCRIPTORS- *EDUCATIONAL OPPORTUNITIES, *EDUCATIONAL PROGRAMS, *EMPLOYMENT OPPORTUNITIES, *INCOME, *INTERNATIONAL EDUCATION, *VOCATIONAL EDUCATION, CALIFORNIA, EDUCATIONAL POLICY, EDUCATIONAL POTENTIAL, PERU, PLANNING, STANFORD, SURVEYS,

THE ROLE OF EDUCATION WAS EXPLORED WITH RESPECT TO THE DEVELOPMENT OF PERU. SPECIFICALLY, THE PROBLEM WAS TO IDENTIFY EDUCATIONAL PROGRAMS AND POLICIES THAT APPEAR TO BE INSTRUCTIONAL IN ACHIEVING PERUVIAN NATIONAL GOALS. THE ASSUMPTION OF THE STUDY WAS THAT, ALTHOUGH EDUCATION MAY BE A PREREQUISITE FOR ENTRANCE IN AN OCCUPATION, IT IS THE EMPLOYMENT, NOT THE EDUCATION, WHICH GIVES THE INDIVIDUAL HIS INCOME. GROUP DATA WERE GATHERED BY USE OF A QUESTIONNAIRE INTERVIEW WITH A SELECTED SAMPLE OF THE LARGEST EMPLOYERS, TECHNICAL SCHOOL DIRECTORS, AND EDUCATIONAL EXPERTS. IT WAS FOUND THAT ONLY A SMALL PERCENTAGE OF STUDENTS WHO STUDY INDUSTRIAL SUBJECTS ACTUALLY FIND JOBS IN INDUSTRY (10 TO 40 PERCENT, DEPENDING ON THE LEVEL AND TYPE OF EDUCATION). IN ORDER OF IMPORTANCE, THE REASONS DETERMINED WERE ESSENTIALLY THAT (1) THERE ARE NOT ENOUGH POSITIONS AVAILABLE IN EXISTING INDUSTRIAL FIRMS, (2) THE LEVELS AND TYPES OF TRAINING OFFERED BY MOST INSTITUTIONS ARE INAPPROPRIATE FOR EMPLOYMENT, (3) THE ATTITUDES OF BOTH EDUCATORS AND STUDENTS, IN GENERAL, WERE EITHER AMBIVALENT OR UNFAVORABLE TOWARD INDUSTRIAL EMPLOYMENT. RECOMMENDATIONS WERE OFFERED TO RESOLVE THESE PROBLEMS. (HB)

ED 003 016 24

THE ROLE OF AGRICULTURAL EDUCATION IN THE ECONOMIC DEVELOPMENT OF THAILAND, PHASE 5--EDUCATION AS AN INSTRUMENT OF NATIONAL POLICY IN SELECTED DEVELOPING NATIONS.
BY- FREEMAN, HAROLD HANNA, PAUL R.
STANFORD UNIV., CALIF., SCHOOL OF EDUCATION
REPORT NUMBER CRP-1032-PT. 5 PUB DATE 64
EDRS PRICE MF-$0.27 HC-$6.88 172P.

DESCRIPTORS- *AGRICULTURAL RESEARCH PROJECTS, *ECONOMICS, *EDUCATIONAL PLANNING, *INTERNATIONAL EDUCATION, *POLICY, *SURVEYS, *VOCATIONAL EDUCATION, AGRICULTURE, CALIFORNIA, DEVELOPMENTAL PROGRAMS, FOREIGN COUNTRIES, STANFORD, THAILAND,

THE CONTRIBUTION OF EDUCATION TO THE AGRICULTURAL SECTOR OF THE ECONOMY OF THAILAND WAS INVESTIGATED. SPECIAL ATTENTION WAS GIVEN TO THE STUDENTS AND TEACHERS ABOVE THE ELEMENTARY LEVEL, GRADES 8-10, INVOLVED IN THE AGRICULTURAL EDUCATIONAL PROCESS (BOTH ACADEMIC AND VOCATIONAL) THE STUDY CENTERED ON THREE QUESTIONS--(1) DOES THE THAI GOVERNMENT INDICATE A RECOGNITION OF THE IMPORTANCE OF AGRICULTURAL EDUCATION IN ITS ECONOMIC AND EDUCATIONAL PLANNING AND IN ITS FISCAL POLICIES, (2) TO WHAT EXTENT IS THE PRESENT ORGANIZATIONAL STRUCTURE OF AGRICULTURAL EDUCATION DESIGNED TO FACILITATE AGRICULTURAL DEVELOPMENT, AND (3) TO WHAT EXTENT IS AGRICULTURAL EDUCATION CONTRIBUTING TO THE DEVELOPMENT OF FARM-SERVICE GROUPS. SURVEYS WERE CONDUCTED WITH GOVERNMENTAL AND EDUCATIONAL OFFICIALS, TEACHERS AND STUDENTS, AND FIRMS SELLING AGRICULTURAL PRODUCTS, USING INTERVIEWS AND QUESTIONNAIRES. RESULTS OF THE STUDY REVEALED THAT THE MAJORITY OF STUDENTS, ENTERING SENIOR AGRICULTURAL

SCHOOLS, DO NOT COME FROM FARM BACKGROUNDS AND HAVE NO PREVIOUS AGRICULTURAL TRAINING. IN ADDITION, THESE STUDENTS ARE (1) PRESENTED WITH EDUCATIONAL PROGRAMS, HEAVILY ORIENTED TOWARD NONAGRICULTURAL SUBJECTS, (2) PROVIDED WITH LITTLE PRACTICAL EXPERIENCE ON SCHOOL FARMS OR IN FARM SHOPS, (3) GIVEN FEW OPPORTUNITIES FOR EXPERIENCE OUTSIDE SCHOOL WITH LOCAL EXTENSION SERVICES OR EXPERIMENTAL STATIONS, AND (4) ENCOURAGED TO PREPARE FOR UNIVERSITY ENTRANCE EXAMINATIONS. THE STUDY DELINEATES THE FACTORS PREVENTING THE DEVELOPMENT OF PERSONS WHO UNDERSTAND AND CAN WORK AS FARM SERVICE WORKERS. (HB)

ED 003 017 24

VOCATIONALLY TALENTED PUPILS.
BY- KELLER, FRANKLIN J.
RUTGERS, THE STATE UNIV., NEW BRUNSWICK, N.J.
REPORT NUMBER CRP-1038 PUB DATE 62
EDRS PRICE MF-$0.36 HC-$10.56 264P.

DESCRIPTORS- *GUIDANCE, *TALENT IDENTIFICATION, *VOCATIONAL EDUCATION, CURRICULUM RESEARCH, NEW BRUNSWICK, NEW JERSEY,

A COMPREHENSIVE STUDY WAS MADE OF CURRENT GUIDANCE PROCESSES IN VOCATIONAL EDUCATION AND OF THE INTERRELATION OF PRACTICES, NEEDS, AND IMPROVEMENTS. EXPLORATION INTO THE VARIOUS PROBLEMS AND ASPECTS OF VOCATIONAL SCHOOLS, THEIR GUIDANCE TECHNIQUES, STUDENT PREPARATION, STUDENT SELECTION, AND CURRICULUM WERE STUDIED IN RELATION TO DIFFERENT DEGREES OF STUDENT ACADEMIC AND VOCATIONAL NEED. DATA WERE GATHERED FROM ADMINISTRATORS AND/OR PARTICIPANTS IN OVER 300 SCHOOLS, CONVENTIONS, AND CONFERENCES. THE REPORT CONTAINS (1) CONCLUSIONS AND RECOMMENDATIONS ON THE PURPOSE AND FUNCTION OF THE VOCATIONAL INSTITUTION, (2) INFORMATION ON TESTING FOR SELECTION, CLASSIFICATION, AND ADVANCEMENT, (3) INFORMATION ON GUIDANCE, (4) WORK INFORMATION, (5) SUGGESTIONS FOR A MODERN VOCATIONAL CURRICULUM, (6) GOOD PRACTICE POINTS, (7) DATA ON STATE AND NATIONAL PROGRAMS, AND (8) PROPOSALS FOR FUTURE RESEARCH. (RS)

ED 003 018 24

DIFFERENTIAL COGNITIVE ABILITIES.
BY- MACCOBY, ELEANOR E. RAU, LUCY
STANFORD UNIV., CALIF.
REPORT NUMBER CRP-1040 PUB DATE 62
EDRS PRICE MF-$0.45 HC-$12.64 316P.

DESCRIPTORS- *COGNITIVE ABILITY, *COGNITIVE MEASUREMENT, *COGNITIVE PROCESSES, *PERCEPTUAL DEVELOPMENT, *PERSONAL RELATIONSHIP, *PSYCHOMOTOR SKILLS, CALIFORNIA, CALIFORNIA TEST OF MENTAL MATURITY, GRADE 5, INDIVIDUAL CHARACTERISTICS, INTELLIGENCE, IOWA ACHIEVEMENT TEST, PERSONALITY ASSESSMENT, PERSONALITY DEVELOPMENT, PERSONALITY STUDIES, PRIMARY MENTAL ABILITIES TEST, QUESTIONNAIRES, STANFORD,

THE RELATIONSHIP OF PATTERNS OF COGNITIVE PROCESSES AND PERSONALITY TRAITS WERE INVESTIGATED IN THIS STUDY OF 6 GROUPS OF CHILDREN (120) IN GRADE 5. SCORES ON THE PRIMARY MENTAL ABILITIES TEST, IOWA ACHIEVEMENT TEST, AND CALIFORNIA TEST OF MENTAL MATURITY WERE USED AS MEASURES OF COGNITIVE PROCESSES. (JK)

ED 003 019 24

SPILLOVER OF PUBLIC EDUCATION COSTS AND BENEFITS, PART 1--BENEFITS.
BY- WEISBROD, BURTON A.
WASHINGTON UNIV., ST.LOUIS, MO.
REPORT NUMBER CRP-1045-1(A) PUB DATE AUG 63
EDRS PRICE MF-$0.36 HC-$8.08 202P.

DESCRIPTORS- *COMMUNITY SUPPORT, *ECONOMICS, *EDUCATIONAL BENEFITS, *EDUCATIONAL FINANCE, *EDUCATIONAL MOBILITY, *EDUCATIONAL POLICY, *POPULATION TRENDS, *TAXES, CLAYTON, EDUCATIONAL ATTITUDES, EDUCATIONAL RESPONSIBILITY, FEDERAL AID, FINANCIAL SUPPORT, MISSOURI, PUBLIC SUPPORT, ST. LOUIS, STATE AID,

THE STUDY DEALT WITH THE BENEFITS FROM PUBLIC EDUCATION TO PEOPLE OTHER THAN STUDENTS AND THEIR PARENTS. THE INVESTIGATION WAS A THEORETICAL ANALYSIS OF THE ECONOMICS OF PUBLIC EDUCATION. THE SCOPE OF THE STUDY INCLUDED (1) METHODOLOGICAL AND CONCEPTUAL ISSUES, (2) SOCIAL BENEFITS FROM PUBLIC EDUCATION, AND (3) PARTICULAR BENEFITS AND THEIR EXTERNAL COMPONENTS. CLAYTON, MISSOURI, WAS USED AS THE COMMUNITY TO WHICH A MULTIPLE REGRESSION MODEL OF THE DETERMINANTS OF EDUCATION EXPENDITURES WAS APPLIED. THIS MODEL DEMONSTRATED THAT EXPENDITURES PER STUDENT ARE NEGATIVELY CORRELATED WITH THE DEGREE OF SPILLOVER. THE RESEARCHERS FOUND THAT THE EFFECTS OF LOCAL DECISIONS CONCERNED WITH PUBLIC PRIMARY AND SECONDARY EDUCATION PERMEATE THE ENTIRE SOCIETY. FINDINGS HAVE ALSO SUGGESTED THAT ANALYSIS OF THE NATURE, MAGNITUDE, AND DISTRIBUTION OF BENEFITS FROM PUBLIC EDUCATION MAY PROVIDE AN EXPLANATION FOR A VARIETY OF ASPECTS OF PUBLIC BEHAVIOR INVOLVING EDUCATION. (WB)

ED 003 020 24

SPILLOVER OF PUBLIC EDUCATION COSTS AND BENEFITS, PART 2--COSTS (TITLE SUPPLIED).
BY- HIRSCH, WERNER Z. AND OTHERS
CALIFORNIA UNIV., LOS ANGELES
REPORT NUMBER CRP-1045-2(B) PUB DATE AUG 64
CONTRACT OEC-4-10-132
EDRS PRICE MF-$0.72 HC-$19.36 484P.

DESCRIPTORS- *DECISION MAKING SKILLS, *ECONOMICS, *EDUCATIONAL FINANCE, *EDUCATIONAL POLICY, *TAX SUPPORT, CALIFORNIA, CLAYTON, COMMUNITY SUPPORT, EXPENDITURES, FEDERAL AID, FINANCIAL SUPPORT, LOS ANGELES, MISSOURI, PUBLIC SUPPORT, SCHOOL DISTRICTS, SCHOOL TAXES, STATE AID, TAXES,

THIS STUDY DEVELOPED AN INTEGRATED FRAMEWORK FOR THE ANALYSIS OF SPATIAL SPILLOVERS, HAND-IN-HAND WITH A SYSTEMATIC APPROACH TO THE CONCEPTS OF COSTS AND BENEFITS ARISING FROM PUBLIC SUPPORT OF PRIMARY AND SECONDARY EDUCATION. EMPHASIS WAS ON WAYS IN WHICH SPILLOVERS MAY AFFECT LOCAL DECISION-MAKING. ABSTRACT CONCEPTS WERE DEVELOPED AND APPLIED TO THE CLAYTON, MISSOURI, SCHOOL DISTRICT. ANALYSIS WAS MADE OF THE COMMUNITY COST SPILLOVERS OF THE SCHOOL DISTRICT WITH A GENERAL FRAMEWORK BEING DEVELOPED FOR COST SPILLOVER ANALYSIS. EACH OF THE SPILLOVERS OF COMMUNITY COST IS DISCUSSED IN DETAIL AND ANALYZED IN RELATION TO (1) LOCAL FINANCING THROUGH PROPERTY TAXATION, (2) FINANCING THROUGH STATE PERSONAL INCOME TAXES, AND (3)

FINANCING THROUGH RETAIL SALES AND EXCISE TAXES. METHODS WERE DEVELOPED AND DISCUSSED FOR ANALYSIS OF IMPUTED OPERATING COSTS AND CAPITAL COSTS. CASE STUDY FINDINGS WERE THEN INTEGRATED WITH INTERCOMMUNITY COST SPILLOVER. THE LATTER PART OF THE STUDY DISCUSSED THE BENEFICIAL SIDE TO EDUCATION. SPECIFICALLY IDENTIFIED WERE THE MAJOR BENEFITS AND KEY CONCEPTS IN RELATION TO SPATIAL SPILLOVER MECHANISMS, SUCH AS MIGRATION AND FISCAL INTERDEPENDENCE. ALSO, BENEFIT SPILLOVERS WERE DISCUSSED IN THE FORM OF STUDENTS' INCREMENTAL EARNINGS AND OF THE CHILDCARE VALUE OF PUBLIC EDUCATION. A FRAMEWORK WAS DEVELOPED WITHIN WHICH INTERCOMMUNITY COST AND BENEFIT SPILLOVER ANALYSIS CAN BE CARRIED OUT IN AN INTEGRATED MANNER. FINALLY, THE INVESTIGATORS EXAMINED SOME OF THE POLICY IMPLICATIONS OF THE ANALYSIS FOR LOCAL, STATE, AND FEDERAL GOVERNMENTS. (HB)

ED 003 021 24

A SPEECH AND READING ENRICHMENT PROGRAM.
BY- WEISS, RITA S.
COLORADO UNIV., BOULDER
REPORT NUMBER CRP-2299 PUB DATE 65
EDRS PRICE MF-$0.27 HC-$6.48 162P.

DESCRIPTORS- *ENRICHMENT PROGRAMS, *KINDERGARTEN CHILDREN, *READING INSTRUCTION, *SPEECH IMPROVEMENT, *SPEECH INSTRUCTION, ARTICULATION (SPEECH), BOULDER, COLORADO, ORAL EXPRESSION, READING READINESS, SPEECH AND READING ENRICHMENT PROGRAM (SAREP), SPEECH EDUCATION, SPEECH HANDICAPS, SPEECH SKILLS,

THE EFFECTIVENESS OF A SPEECH AND READING ENRICHMENT PROGRAM (SAREP) FOR TEACHING YOUNG CHILDREN IN THE KINDERGARTEN CLASSROOM IMPROVED SPEECH HABITS WAS TESTED AND EVALUATED. SAREP TEACHES CHILDREN HOW SOUNDS ARE FORMED WITH THE ORAL MECHANISM AT THE SAME TIME THEY ARE BEING TAUGHT LETTERS AND SOUNDS IN THE SCHOOL READING READINESS PROGRAM. TWO MATCHED GROUPS OF KINDERGARTEN PUPILS WERE UTILIZED AS EXPERIMENTAL AND CONTROL GROUPS. A BATTERY OF TESTS WAS DEVELOPED TO MEASURE THE SPEECH PROFICIENCY AND READING READINESS OF THE CHILDREN BEFORE AND AFTER THE 17-WEEK EXPERIMENTAL PERIOD. RESULTS OF THE SAREP STUDY APPEAR TO SUPPORT THE FOLLOWING CONCLUSIONS--(1) THE GENERAL SPEECH PROFICIENCY OF KINDERGARTEN CHILDREN WITH LESS SERIOUS SPEECH DEVIATIONS IS IMPROVED WITH 17 WEEKS OF SAREP, (2) PHONEMIC PROFICIENCY OF CHILDREN WITH MORE SERIOUS SPEECH DEVIATIONS IS BENEFITED, (3) THE HIGHER LEVELS OF SPEECH PROFICIENCY OF KINDERGARTEN CHILDREN EXPOSED TO 17 WEEKS OF SAREP ARE MATCHED SEVERAL MONTHS LATER IN THE FIRST GRADE BY CHILDREN WHO HAVE HAD NO SAREP TRAINING, AND (4) READING READINESS IS NOT ENHANCED BY THE 17 WEEKS OF SAREP. THE STUDY SUGGESTS THAT THE MAJOR CONTRIBUTION OF THE ENRICHMENT PROGRAM TO KINDERGARTEN CHILDREN IS TO SPEED UP SPEECH DEVELOPMENT THAT WOULD TAKE PLACE MORE SLOWLY WITHOUT SAREP. (WB)

ED 003 022 24

ORAL AND WRITTEN LANGUAGE OF CHILDREN IN GRADES 4 AND 6 COMPARED WITH THE LANGUAGE OF THEIR TEXTBOOKS.
BY- RILING, MILDRED E.
SOUTHEASTERN STATE COLLEGE, DURANT, OKLA.
REPORT NUMBER CRP-2410 PUB DATE 65
EDRS PRICE MF-$0.36 HC-$8.16 204P.

DESCRIPTORS- *ELEMENTARY SCHOOL STUDENTS, *LANGUAGE ARTS, *LANGUAGE PATTERNS, *ORAL COMMUNICATION, *STRUCTURAL ANALYSIS, DURANT, FACTOR ANALYSIS, GEOGRAPHIC REGIONS, GRADE 4, GRADE 6, MEASUREMENT TECHNIQUES, NEGRO STUDENTS, OKLAHOMA, SOCIOECONOMIC BACKGROUND, STUDENT ATTITUDES, TEXTBOOK EVALUATION,

THE WRITTEN AND SPOKEN LANGUAGE STRUCTURE OF FOURTH- AND SIXTH-GRADERS WAS ANALYZED TO DETERMINE THE INFLUENCE OF CERTAIN VARIABLES. DATA WERE OBTAINED FOR 300 CHILDREN WHO WERE ORGANIZED INTO 3 GROUPS--WHITE CHILDREN IN GRADES 4 AND 6, AND NEGRO CHILDREN IN GRADE 4. COMPARISONS WERE MADE BETWEEN THE LANGUAGE OF THE GROUPS, TYPES, SEX, GRADES, TEXTS, AND REGIONS. SCORES FROM A VARIETY OF MEASURING DEVICES WERE ANALYZED. THE RESULTS REVEALED THAT MOST CHILDREN USED BASIC LANGUAGE STRUCTURES, AND THAT THE LANGUAGE STRUCTURES USED BY CHILDREN ARE RELATED TO THE PURPOSES OF THE CHILDREN AND THE REGION FROM WHERE THEY COME. IT WAS CONCLUDED THAT TEXTBOOKS DO NOT USE LANGUAGE THAT IS MUCH SUPERIOR TO THE SPEECH USED BY CHILDREN. (RS)

ED 003 023 24

THE USE OF STANDARDIZED ABILITY TESTS IN AMERICAN SECONDARY SCHOOLS AND THEIR IMPACT ON STUDENTS, TEACHERS, AND ADMINISTRATORS.
BY- BRIM, ORVILLE G. AND OTHERS
PITTSBURGH UNIV., PA.
REPORT NUMBER CRP-2334 PUB DATE 64
REPORT NUMBER TR-3
EDRS PRICE MF-$0.72 HC-$19.56 489P.

DESCRIPTORS- *COUNSELORS, *STUDENT TESTING, *TEACHER ATTITUDES, CARNEGIE CORPORATION, GRADE 10, GRADE 12, PENNSYLVANIA, PITTSBURGH, PROJECT TALENT, QUESTIONNAIRES, RUSSELL SAGE FOUNDATION, SECONDARY SCHOOLS,

THIS IS A SURVEY OF THE ATTITUDES OF SECONDARY SCHOOL STUDENTS, TEACHERS, AND COUNSELORS TOWARD STANDARDIZED TESTS. A SAMPLE OF 9,148 HIGH SCHOOL STUDENTS IN GRADES 10 AND 12 DRAWN FROM 75 PUBLIC, 9 PRIVATE, AND 10 PAROCHIAL SCHOOLS WAS SURVEYED CONCERNING STUDENT ATTITUDES TOWARD STANDARDIZED TESTS. IN ADDITION, 1,754 TEACHERS AND 188 COUNSELORS RESPONDED TO THE STUDENTS' QUESTIONNAIRE AND TOOK THE PROJECT TALENT READING COMPREHENSION TEST. THE REPORT CONTAINS DETAILED PRESENTATIONS OF THE ITEM RESPONSES. (JK)

ED 003 024 24

USE OF TECHNICAL MEDIA FOR SIMULATING ENVIRONMENTS TO PROVIDE INDIVIDUALIZED INSTRUCTION.
BY- WING, RICHARD L.
BOARD OF COOPERATIVE EDUCATIONAL SERVICES
REPORT NUMBER CRP-1948 PUB DATE 65
EDRS PRICE MF-$0.27 HC-$6.08 152P.

DESCRIPTORS- *COMPUTER ORIENTED PROGRAMS, *EFFECTIVE TEACHING, *INDIVIDUAL INSTRUCTION, *INSTRUCTIONAL INNOVATION, *SIMULATION, AUDIOVISUAL AIDS, BEDFORD HILLS, EVALUATION, INSTRUCTION, INSTRUCTIONAL DESIGN, INSTRUCTIONAL TECHNOLOGY, NEW YORK, WESTCHESTER COUNTY,

AN ESTIMATE WAS OBTAINED OF THE EFFECTIVENESS WITH WHICH THE SIMULATED ENVIRONMENT MODE CAN BE USED TO TEACH CERTAIN

UNITS IN EIGHT DIFFERENT SUBJECT AREAS--ART, BIOLOGY, CHEMISTRY, ELECTRONICS, ELEMENTARY PHYSICS, FRENCH, MUSIC, AND ECONOMICS. THE SPECIFIC MODE USED WAS A SPECIAL CASE OF SIMULATION IN WHICH THE USEFUL FEATURES OF VARIOUS LEARNING SITUATIONS WERE EMPHASIZED. CERTAIN ACTIVITIES WERE CONDUCTED UNDER CONTROLLED CONDITIONS WHICH WOULD HAVE BEEN DIFFICULT OR IMPOSSIBLE IN THE NATURAL (TRADITIONAL) CLASSROOM. IN ADDITION, THE SIMULATION ALLOWED PARTICIPATING STUDENTS TO PRETEND THEY WERE USING EXPENSIVE EQUIPMENT, AND PERMITTED THE COMPRESSION OF TIME (FOR EXAMPLE, BY THE USE OF TIME-LAPSE PHOTOGRAPHY). THE ELEMENTS OF THE LEARNING ENVIRONMENT WHICH WERE SIMULATED INCLUDED THE BEHAVIOR OF TEACHERS (LECTURE, DIALOGUE, COACHING, AND TESTING), A LABORATORY ENVIRONMENT, ENVIRONMENTS EXTERNAL TO THE SCHOOL (UNITED NATIONS, SKETCHING SCENES, ECONOMIC SYSTEM, MUSICAL ACCOMPANIMENTS), AND CONVERSATION. (HB)

ED 003 025 24

CONTEXTUAL CONSTRAINTS IN THE LANGUAGE OF THE CHILD.
BY- CARTERETTE, EDWARD C. JONES, MARGARET H.
CALIFORNIA UNIV., LOS ANGELES
REPORT NUMBER CRP-1877 PUB DATE 65
EDRS PRICE MF-$0.27 HC-$6.76 169P.

DESCRIPTORS- *COGNITIVE PROCESSES, *LEARNING DIFFICULTIES, *ORAL COMMUNICATION, *VERBAL LEARNING, *WRITTEN LANGUAGE, CALIFORNIA, CHILD DEVELOPMENT, COGNITIVE DEVELOPMENT, EFFECTIVE TEACHING, LANGUAGE DEVELOPMENT, LANGUAGE PATTERNS, LEARNING PROCESSES, LOS ANGELES, ORAL EXPRESSION, READING ABILITY, READING LEVELS, READING MATERIALS, TEACHING TECHNIQUES,

THE EXTENT TO WHICH REDUNDANCY OF LANGUAGE AFFECTS THE DIFFICULTY OF LEARNING VERBAL MATERIALS FOR CHILDREN OF SEVERAL AGES WAS STUDIED. SAMPLES OF SPOKEN LANGUAGE APPROPRIATE TO CHILDREN OF FIRST, THIRD, AND FIFTH GRADES AND ADULTS (AS REPRESENTED BY JUNIOR COLLEGE STUDENTS) FROM SIMILAR SOCIOECONOMIC BACKGROUNDS WERE COLLECTED BY MEANS OF A TAPE RECORDER. SAMPLES WERE ANALYZED FOR QUANTITATIVE DESCRIPTION. SOURCES OF WRITTEN LANGUAGE FOR THE SAME AGE GROUPINGS WERE ALSO COLLECTED IN ORDER TO (1) ASCERTAIN WHETHER ANY DECLINE IN REDUNDANCY OCCURRED WITH PROGRESSIVE LEVELS OF MATERIAL, (2) DETERMINE PREFERENCE OF CHILDREN FOR MORE OR LESS REDUNDANCY, AND (3) COMPARE UNIFORMITY OF MATERIAL FOR THE VARIOUS GRADE LEVELS OF CONCERN. AN EXPERIMENTAL STUDY OF THE EFFECT OF REDUNDANCY UPON A VERBAL LEARNING TASK, SIMILAR TO THE TASK OF READING, WAS ALSO CONDUCTED. A COMPARISON OF WRITTEN AND SPOKEN LANGUAGE WAS UNDERTAKEN TO EXAMINE VARIOUS LEARNING DIFFICULTIES WHICH ARISE BECAUSE OF DIFFERENCES BETWEEN THE TWO. CONCLUSIONS SUGGESTED THAT IT IS NO LONGER POSSIBLE TO ENTERTAIN THE THEORY THAT WRITTEN LANGUAGE IS MERELY A TRANSLATION OF SPOKEN LANGUAGE INTO VISUAL SYMBOLS. TECHNIQUES FOR EFFECTIVE TEACHING SHOULD THEREFORE BE DIFFERENT FOR WRITTEN AND SPOKEN LANGUAGES. (WB)

ED 003 026 24

PLANNING CONFERENCE TO EXAMINE THE ROLE OF CLASSICAL STUDIES IN AMERICAN EDUCATION AND TO MAKE RECOMMENDATIONS FOR NEEDED RESEARCH AND DEVELOPMENT.
BY- LATIMER, JOHN F.
GEORGE WASH. UNIV., WASH. D.C.
REPORT NUMBER CRP-V-005 PUB DATE 65
EDRS PRICE MF-$0.09 HC-$2.12 53P.

DESCRIPTORS- *CLASSICAL LANGUAGES, *CURRICULUM DEVELOPMENT, *GREEK, *HUMANITIES, *LATIN, CURRICULUM PLANNING, DISTRICT OF COLUMBIA, EDUCATIONAL PLANNING, INSTRUCTIONAL MATERIALS, LANGUAGE INSTRUCTION, TEACHER EDUCATION, TEACHING METHODS, VIRGINIA, WARRENTON,

THE CURRENT POSITION OF CLASSICAL STUDIES IN AMERICA WAS ASSESSED BY A PLANNING CONFERENCE OF 49 SCHOLARS, REPRESENTING PUBLIC AND PRIVATE SCHOOLS AND INSTITUTIONS FROM ALL SECTIONS OF THE UNITED STATES. IN FOUR PLENARY SESSIONS, FOUR WORKING PAPERS WERE PRESENTED. EACH PAPER DEALT WITH ONE OF THE CONFERENCE OBJECTIVES, WHICH WERE TO (1) REASSESS AND DEFINE THE IMMEDIATE AND LONG-RANGE GOALS FOR LATIN AND GREEK STUDY IN THE U.S. EDUCATIONAL SYSTEM, (2) PREPARE GUIDELINES FOR CURRICULUM REVISION, NECESSARY TO DEVELOP MORE EFFECTIVE COURSES OF STUDY AND BRING ABOUT BETTER ARTICULATION BETWEEN PROGRAMS IN SCHOOL AND COLLEGE, (3) IDENTIFY TEACHING METHODS AND AIDS, AND DETERMINE THEIR PROPER USE AND FUNCTION INSIDE AND OUTSIDE OF THE CLASSROOM, AND (4) EVALUATE PROGRAMS FOR THE EDUCATION OF TEACHERS, AND BRING SUCH PROGRAMS IN LINE WITH MODERN METHODS AND AIMS. PARTICIPANTS WERE DIVIDED INTO FOUR DISCUSSION GROUPS. EACH GROUP CONSIDERED ONLY ONE OF THE FOUR OBJECTIVES AND, AT A FINAL PLENARY SESSION, PRESENTED ITS RECOMMENDATIONS. A 6-MAN STEERING COMMITTEE WAS APPOINTED TO ASSIST IN CARRYING OUT THE RECOMMENDATIONS, WHICH INCLUDED (1) INTERDISCIPLINARY APPROACHES SHOULD BE EMPHASIZED IN TEACHING THE CLASSICS, (2) RESEARCH PROJECTS CONCERNING CURRICULUM DEVELOPMENT SHOULD BE IMPLEMENTED, (3) A COMMITTEE SHOULD BE APPOINTED TO EXPLORE AND EVALUATE VARIOUS METHODS AND MEDIA FOR THE STUDY AND TEACHING OF THE CLASSICS, (4) A PROFICIENCY EXAMINATION SHOULD BE ESTABLISHED FOR THE CERTIFICATION OF LATIN TEACHERS. (JC)

ED 003 027 24

CONFERENCE ON A LONGITUDINAL STUDY OF EXPRESSIVE BEHAVIOR IN THE ARTS.
BY- MORRISON, JACK
CALIFORNIA UNIV., LOS ANGELES
REPORT NUMBER CRP-V-001 PUB DATE 65
EDRS PRICE MF-$0.27 HC-$6.00 150P.

DESCRIPTORS- *ART EXPRESSION, *BEHAVIORAL SCIENCE RESEARCH, *TEACHER PARTICIPATION, ART, ART EDUCATION, CALIFORNIA, LONGITUDINAL STUDIES, LOS ANGELES, SYMBOLIC LANGUAGE,

A 2 1/2-DAY CONFERENCE WAS HELD TO EXPLORE AND ASSESS THE PROMISE OF A LONGITUDINAL STUDY OF EXPRESSIVE BEHAVIOR IN THE ARTS. TEN WELL-KNOWN ARTIST-TEACHERS AND 10 WELL-KNOWN BEHAVIORAL SCIENTISTS WERE INVITED. AS PRACTITIONERS THEY HAD OPERATED AS ARTISTS AND AS TEACHERS, OR AS SCIENTISTS WHO HAD DEALT WITH THE ARTS OR EXPRESSED INTEREST IN DOING SO. THE ARTIST-TEACHERS PRESENTED SHORT WORKING PAPERS, OUTLINING THE PRESENT STATUS OF THEIR KNOWLEDGE ON THE GROWTH AND DEVELOPMENT OF EXPRESSIVE ABILITY. THE WORKING PAPERS WERE INCLUDED IN THE CONFERENCE REPORT. DISCUSSIONS AND SUMMARIES OF PARTICIPANT VIEWPOINTS WERE PRESENTED. IT WAS CONCLUDED THAT MORE THOUGHT AND STUDY ARE NECESSARY BEFORE THE PROMISE OF A LONGITUDINAL STUDY OF EXPRESSIVE BEHAVIOR IN THE ARTS CAN BE EFFECTIVELY ASSESSED. IT WAS AGREED THAT STUDIES OF

THE NATURE OF SYMBOLS AND SYMBOL-MAKING OFFER PROMISE TO RESEARCH IN THE ARTS. (JC)

ED 003 028 24

THE USEFULNESS OF WORD PRONUNCIATION RULES.
BY- EMANS, ROBERT
ILLINOIS TEACHERS COLL., CHICAGO-SOUTH
REPORT NUMBER CRP-S-340 PUB DATE 65
EDRS PRICE MF-$0.18 HC-$3.36 84P.

DESCRIPTORS- *INSTRUCTIONAL IMPROVEMENT, *METHODS RESEARCH, *PHONICS, CHICAGO, ILLINOIS, READING INSTRUCTION, VOCABULARY DEVELOPMENT, WORD RECOGNITION,

THE USEFULNESS OF PHONIC RULES IN READING INSTRUCTION BEYOND THE FOURTH-GRADE LEVEL WAS INVESTIGATED TO ASCERTAIN IF THE CONCLUSIONS REACHED BY THEODORE CLYMER AND REPORTED IN THE JANUARY 1963 ISSUE OF "THE READING TEACHER" WERE VALID WHEN APPLIED TO A MORE REPRESENTATIVE SAMPLE OF VOCABULARY. LISTS OF ALL POSSIBLE WORDS (FROM A SAMPLE OF 1,944 WORDS BEYOND THE PRIMARY LEVEL) WHICH COULD APPLY TO 45 FREQUENTLY TAUGHT PHONIC RULES WERE MADE AND COMPARED WITH THE APPROPRIATE GENERALIZATION IN TERMS OF SPELLING AND SYLLABIFICATION. THE NUMBER OF WORDS CONFORMING TO EACH GENERALIZATION WAS RECORDED AND THE PERCENT OF WORDS COMPLYING WITH EACH OF THE 45 GENERALIZATIONS WAS CALCULATED. THE STUDY REVEALED THAT 16 GENERALIZATIONS MET CLYMER'S CRITERIA TO A REASONABLE DEGREE (CLYMER FOUND 18 AT THE PRIMARY LEVEL). THE IMPORTANT DIFFERENCE BETWEEN THE TWO STUDIES IS THAT SOME OF THE GENERALIZATIONS PROVED TO BE USEFUL AT ONLY ONE LEVEL. THIS RESULT VERIFIED THE THESIS FOR THE STUDY--THAT THE GRADE-LEVEL OF THE WORDS USED MAKES A DIFFERENCE AS TO THE APPLICABILITY OF PHONIC GENERALIZATIONS. FUTURE STUDIES ARE RECOMMENDED WHICH WILL DEVELOP PROCEDURES FOR TEACHING GENERALIZATIONS AND TRYING THEM OUT UNDER CONTROLLED EXPERIMENTAL CONDITIONS. (AW)

ED 003 029 24

COGNITIVE PROCESSES IN CAREER DECISION-MAKING.
BY- HILTON, THOMAS L. AND OTHERS
CARNEGIE INST. OF TECH., PITTSBURGH, PA.
REPORT NUMBER CRP-1046 PUB DATE 62
EDRS PRICE MF-$0.54 HC-$14.76 369P.

DESCRIPTORS- *CAREER CHOICE, *DECISION MAKING SKILLS, *LONGITUDINAL STUDIES, *VALUES, ALLPORT VERNON LINDZEY STUDY OF VALUES, ASPIRATION, CAREER PLANNING, COGNITIVE PROCESSES, COLLEGE STUDENTS, GHISELLI'S SELF DESCRIPTION INVENTORY, GRADUATE SURVEYS, OCCUPATIONAL CHOICE, OSGOOD'S SEMANTIC DIFFERENTIAL TEST, PENNSYLVANIA, PERSONAL INTERESTS, PERSONAL VALUES, PITTSBURGH, QUESTIONNAIRES, STUDENT INTERESTS,

THE PROBLEM OF THIS LONGITUDINAL STUDY WAS TO IDENTIFY THE COGNITIVE PROCESSES WHICH ARE INVOLVED IN CAREER DECISION-MAKING AND THE LONG-TERM EFFECTS OF THESE PROCESSES ON CAREER DEVELOPMENT. AREAS OF CONCERN WERE (1) IDENTIFICATION OF STRATEGIES BY WHICH AN INDIVIDUAL CAN OVERCOME DECISION-MAKING DIFFICULTY, (2) ASSESSMENT OF THE SHORT-TERM EFFECTS OF DIFFERENT CAUSES OF INDECISION ON CAREER DEVELOPMENT, AND (3) THE PREDICTION OF LONG-TERM EFFECTS OF INDECISION ON THE STABILITY OF OCCUPATIONAL ROLE ACCEPTANCE. THE WORK WAS IN TWO PHASES. PHASE 1 CONSISTED OF A SERIES OF TEST ADMINISTRATIONS AND RECORDED INTERVIEWS WITH 30 UNIVERSITY STUDENTS IN THEIR LAST YEAR OF FORMAL EDUCATION. IN PHASE 2, TWO DIFFERENT SAMPLES OF GRADUATE STUDENTS WERE GIVEN A LONG PERSONAL HISTORY QUESTIONNAIRE. THE FIRST SAMPLE PROVIDED A PRETEST OF THE QUESTIONNAIRE AND THE SECOND SAMPLE TESTED HYPOTHESES FROM THE FIRST. RESULTS OF PHASE 1 SHOWED THAT THE SUBJECTS WERE QUITE INDEFINITE ABOUT OCCUPATIONAL PLANS, EVEN AT THE END OF THE ACADEMIC YEAR. SYSTEMATIC CHANGES IN PERSONAL VALUES OCCURRED OVER THE YEAR. THE CLEAREST CONCLUSION DRAWN FROM PHASE 2 WAS THAT THOSE GRADUATE STUDENTS WHO PLAN TO CONTINUE STUDY FOR THE PH.D. MUST BE TREATED SEPARATELY FROM THOSE WHO PLAN TO STOP WITH THE M.S. DEGREE. IMPLICATIONS OF THE RESEARCH FINDINGS ARE PRESENTED. (JC)

ED 003 030 24

THE DEVELOPMENT OF TEXTUAL BEHAVIOR AND ITS FUNCTION IN COMMUNICATION.
BY- STAATS, ARTHUR W. AND OTHERS
ARIZONA STATE UNIV., TEMPE
REPORT NUMBER CRP-1048 PUB DATE 62
EDRS PRICE MF-$0.18 HC-$3.20 80P.

DESCRIPTORS- *CONDITIONED RESPONSE, *LANGUAGE DEVELOPMENT, *READING SKILLS, *REINFORCEMENT, *VERBAL LEARNING, ARIZONA, CONDITIONED STIMULUS, GRADE 4, GRADE 5, REWARDS, TEMPE, VERBAL COMMUNICATION, VERBAL DEVELOPMENT,

FIVE STUDIES ARE REPORTED OF OPERANT CONDITIONING AND LANGUAGE DEVELOPMENT PRINCIPLES IN READING. THE FIRST STUDY OUTLINED THE RATIONALE AND PRINCIPLES UNDERLYING THE PROJECT. THE SECOND STUDY INITIATED AND REFINED APPLICATIONS OF REINFORCEMENT PROCEDURES FOR STUDYING EFFECTS OF DISCRIMINATION TRAINING ON READING. STUDY NUMBER THREE DEMONSTRATED THE RELEVANCE OF REINFORCEMENT FOR READING ACQUISITION. THE FOURTH STUDY INVOLVED 4-YEAR-OLD CHILDREN (2 BOYS, 1 GIRL) ENTERING THE CAMPUS LABORATORY SCHOOL. THE CHILDREN USED A RESPONSE REINFORCEMENT APPARATUS WHICH PROVIDED CANDY, PENNIES, OR TOYS AS REWARDS FOR APPROPRIATE RESPONSES ON TWO TYPES OF LANGUAGE DISCRIMINATION TASKS. THE SYSTEM PROVIDED SELF-VARIABLE REINFORCERS. RESULTS DEMONSTRATED THE FEASIBILITY OF USING THE EXPERIMENTAL PROCEDURE FOR LONG PERIODS WITH INDIVIDUAL SUBJECTS. RESULTS AND CONCLUSIONS FROM THE FIRST FOUR EXPERIMENTS WERE THEN USED IN FOUR SEPARATE EXPERIMENTS DESIGNED TO STUDY THE MANNER OF DEVELOPING EVALUATIVE MEANINGS IN READING. THESE EXPERIMENTS IN THE FIFTH STUDY WERE CONDUCTED CONCURRENTLY. EIGHTY STUDENTS IN THE FOURTH AND FIFTH GRADES PARTICIPATED. CHILDREN WERE BROUGHT UNDER EXPERIMENTER CONTROL AND REQUIRED TO RESPOND TO A FORCED CHOICE FORMAT FOR TESTING SEMANTIC DIFFERENTIATION. SUBJECTS WERE REQUIRED TO SELECT SYLLABLES ASSOCIATED WITH 20 POLAR EVALUATIVE TERMS RANDOMLY PRESENTED WITH 12 RANDOMLY INSERTED BUFFER TERMS. CONDITIONING PROCEDURES ESTABLISHED EVALUATIVE MEANINGS IN ALL BUT ONE GROUP. RESULTS OF AN ANALYSIS OF VARIANCE ARE PRESENTED COMPARING SEMANTIC DIFFERENTIAL PERFORMANCE AMONG THE FIVE STUDY EXPERIMENTS. (WN)

ED 003 031 24

LIFE HISTORY CORRELATES OF AGE CHANGES IN MENTAL ABILITIES.
BY- OWENS, WILLIAM A. CHARLES, DON C.
PURDUE UNIV., LAFAYETTE, IND.

REPORT NUMBER CRP-1052 PUB DATE 63
EDRS PRICE MF-$0.36 HC-$8.52 213P.

DESCRIPTORS- *ADULT PROGRAMS, *INDIVIDUAL CHARACTERISTICS, *MENTAL DEVELOPMENT, *PSYCHOLOGICAL TESTING, *PSYCHOMETRICS, AMES, ARMY ALPHA EXAMINATION, HISTORICAL REVIEWS, INDIANA, INDIVIDUAL DIFFERENCES, INTELLIGENCE, IOWA, LAFAYETTE, LIFE EXPECTANCY INVENTORY (L.E.I.), STATISTICAL DATA,

AN EXPLORATION OF THE RELATIONSHIP BETWEEN AN INDIVIDUAL'S PATTERN OF LIVING AND THE RETENTION OF MENTAL ABILITIES WITH AGE WAS MADE AND EVALUATED. THE OBJECTIVES WERE (1) TO ESTIMATE THE EFFECTS OF AN 11-YEAR INCREMENT (50-61) UPON EIGHT MEASURABLE MENTAL ABILITIES, (2) TO ESTIMATE THE EFFECT OF THE GIVEN AGE INCREMENT UPON INDIVIDUAL AND TRAIT DIFFERENCES IN THESE PARTICULAR MENTAL ABILITIES, AND (3) TO REVEAL, VIA THE SCORED LIFE HISTORY, PATTERNS OF LIVING WHICH ARE TYPICAL OF THOSE WHOSE MENTAL ABILITIES AGE HAS TREATED MORE OR LESS KINDLY. NINETY-SIX SUBJECTS WHO HAD BEEN GIVEN THE ARMY ALPHA EXAMINATION IN 1919 AND 1950 WERE RETESTED IN 1961. IN ADDITION, THEY WERE GIVEN A 228-ITEM "LIFE EXPECTANCY INVENTORY." THE AVERAGE AGE OF THE SUBJECTS WAS 19 YEARS IN 1919. THE SUBTESTS OF ALPHA WERE COMBINED INTO THREE COMPONENTS--VERBAL, NUMERICAL, AND REASONING. THE RESULTS WERE CLASSIFIED IN TWO WAYS--(1) THOSE INVOLVING MENTAL ABILITY AND (2) THOSE INVOLVING THE LIFE HISTORY CORRELATES OF CHANGES IN MENTAL ABILITY. FINDINGS INDICATE THAT THERE WERE NO SIGNIFICANT CHANGES IN SUBTEST SCORES OR TOTAL SCORE FROM AGE 50 TO AGE 61. THERE WAS, HOWEVER, A SIGNIFICANT DECLINE ON THE NUMERICAL COMPONENT. IN ADDITION, THERE WERE NO SIGNIFICANT CHANGES IN THE MAGNITUDES OF EITHER INDIVIDUAL DIFFERENCES OR TRAIT DIFFERENCES FROM AGE 50 TO 61. (HB)

ED 003 032 24
PATTERNS OF DISCRIMINATION LEARNING SET IN PRESCHOOL CHILDREN, FIFTH GRADERS, COLLEGE FRESHMEN, AND THE AGED.
BY- LEVINSON, BILLEY REESE, HAYNE W.
STATE UNIV. OF N.Y., BUFFALO
REPORT NUMBER CRP-1059 PUB DATE 63
EDRS PRICE MF-$0.27 HC-$5.76 144P.

DESCRIPTORS- *AGE DIFFERENCES, *COGNITIVE MEASUREMENT, *INDIVIDUAL DIFFERENCES, *LEARNING PROCESSES, *STIMULUS DEVICES, BEHAVIOR THEORIES, BUFFALO, COMPARATIVE ANALYSIS, EVALUATION TECHNIQUES, LEARNING, NEW YORK, PSYCHOLOGY,

AN EXPLORATION INTO DIFFERENCES BETWEEN THE LEARNING OF VARIOUS AGE GROUPS WAS CONDUCTED TO OBTAIN DATA OF DEVELOPMENTAL PROCESSES FOR THE FORMATION OF LEARNING SET. THE OBJECT-QUALITY DISCRIMINATION LEARNING SET WAS STUDIED TO SEARCH FOR SYSTEMATIC RESPONSE PATTERNS, AND TO EXAMINE AGE DIFFERENCES. THE SAMPLES USED IN THIS STUDY WERE 53 NURSERY SCHOOL CHILDREN, 53 FIFTH GRADERS, 57 COLLEGE FRESHMEN, AND 209 AGED PEOPLE. EACH WAS GIVEN PRACTICE ON NUMEROUS TWO-STIMULI PROBLEMS. COMPARISONS ACROSS AGE LEVELS WERE CONDUCTED AND AN AGE TREND IN RATE OF SET ACQUISITION OBTAINED. (RS)

ED 003 033 24
THE ASSOCIATIVE BASIS OF THE CREATIVE PROCESS.
BY- MEDNICK, SARNOFF A. MEDNICK, MARTHA T.
MICHIGAN UNIV., ANN ARBOR
REPORT NUMBER CRP-1073 PUB DATE 65
EDRS PRICE MF-$0.27 HC-$7.68 192P.

DESCRIPTORS- *ASSOCIATIVE LEARNING, *CREATIVE THINKING, *CREATIVITY RESEARCH, *PSYCHOLOGICAL TESTING, *PSYCHOMETRICS, *VERBAL TESTS, ANN ARBOR, CREATIVE DEVELOPMENT, MICHIGAN, REMOTE ASSOCIATES TEST (RAT),

RESEARCH WAS CONDUCTED TO FOCUS ON AN EXAMINATION OF SEVERAL ASPECTS OF THE CREATIVE PROCESS AS WELL AS ON THE DEVELOPMENT OF A TEST OF CREATIVE THINKING. THE SPECIFIC OBJECTIVES WERE (1) TO CONSTRUCT A TEST WHICH WILL MEASURE CREATIVITY AT THE HIGH SCHOOL LEVEL, (2) TO IDENTIFY THE VARIABLES THAT ARE EFFECTIVE IN INFLUENCING THE CREATIVE PROCESS, AND (3) TO REFINE A THEORY OF CREATIVE THINKING. A NUMBER OF STUDIES USING DIFFERENT METHODS WERE PURSUED--(1) A DEVELOPMENT OF THE REMOTE ASSOCIATES TEST (RAT), A TEST OF CREATIVE THINKING, WHICH IS DERIVED FROM AN ASSOCIATIVE THEORY OF CREATIVITY, AND (2) STUDIES OF THE CREATIVE PROCESS IN TERMS OF ASSOCIATIVE THEORY. THESE STUDIES, RELATED TO EACH OTHER IN THAT ALL TEST HYPOTHESES STEMMED FROM AN ASSOCIATIVE THEORY, WERE (1) CONTINUAL ASSOCIATION AS A FUNCTION OF LEVEL OF CREATIVITY AND TYPE OF VERBAL STIMULUS, (2) AN ASSOCIATIVE INTERPRETATION OF VERBAL RELATEDNESS, (3) INCUBATION OF CREATIVE PERFORMANCE AND SPECIFIC ASSOCIATIVE PRIMING, (4) CREATIVITY AND THE NEED FOR NOVELTY, (5) SOME EFFECTS OF CONFLICT IN CREATIVE THINKING, (6) CREATIVE POTENTIAL AND CHILDHOOD ANTECEDENTS, (7) FACTORS AFFECTING THE MANIFESTATION OF CREATIVE ASSOCIATIVE RELATEDNESS IN VERBAL TRANSFER. EACH OF THE NINE SEPARATE STUDIES HAD THEIR OWN INDEPENDENT EXPERIMENTAL DESIGN WHICH INCLUDED OBJECTIVES, PROCEDURE RESULTS, AND CONCLUSIONS. (HB)

ED 003 034 24
POSITIONAL DIFFERENCES IN TEACHER ROLE, VOLUME 3--STUDIES IN THE ROLE OF THE PUBLIC SCHOOL TEACHER.
BY- BIDDLE, BRUCE J. RANKIN, EARL F., JR.
MISSOURI UNIV., COLUMBIA
REPORT NUMBER CRP-1081-VOL. 3 PUB DATE JUN 61
MISSOURI UNIV., KANSAS CITY
EDRS PRICE MF-$0.36 HC-$8.00 200P.

DESCRIPTORS- *ROLE CONFLICTS, *ROLE THEORY, *TEACHER ROLE, COLLEGE STUDENTS, COLUMBIA, KANSAS CITY, MISSOURI, PARENTS, PUBLIC SCHOOLS, SCHOOL PERSONNEL, TEACHER RECRUITMENT, TEACHERS,

THE HYPOTHESIS THAT TEACHERS, PARENTS, PUPILS, AND SCHOOL OFFICIALS VIEW TEACHER ROLES DIFFERENTLY WAS TESTED. NINETEEN CONCEPTUAL DISTINCTIONS USED IN THE STUDY WERE DEFINED. THE DATA ANALYZED CAME FROM EARLIER ROLE STUDIES SUPPLEMENTED WITH ADDITIONAL DATA ACQUIRED FOR THIS STUDY. FINDINGS AND LIMITATIONS OF THE DATA WERE REPORTED AND DISCUSSED. POSITION NORMS FOR TEACHERS AND SCHOOL OFFICIALS WERE AT VARIANCE WITH PUPIL NORMS. PARENT NORMS FELL BETWEEN NORMS HELD BY PUPILS AND THOSE HELD BY TEACHERS AND SCHOOL OFFICIALS. THE FINDINGS WERE INTERPRETED AS SUGGESTING THAT ROLE CONFLICTS AMONG THE GROUPS INTERFERE WITH ATTAINMENT OF EDUCATIONAL OBJECTIVES. SUBSEQUENT STUDY AND PROCEDURAL DESCRIPTIONS APPEAR IN ED 002 851, ED 003 035, AND ED 002 986. (WN)

ED 003 035 24

OWN AND ATTRIBUTED COGNITIONS FOR THE TEACHER, VOLUME 5--STUDIES IN THE ROLE OF THE PUBLIC SCHOOL TEACHER.
BY- BIDDLE, BRUCE J. AND OTHERS
MISSOURI UNIV., COLUMBIA
REPORT NUMBER CRP-1082-VOL. 5
MISSOURI UNIV., KANSAS CITY
EDRS PRICE MF-$0.18 HC-$4.40 110P.

DESCRIPTORS- *COGNITIVE MEASUREMENT, *ROLE CONFLICTS, *ROLE THEORY, *TEACHER ROLE, COLLEGE STUDENTS, COLUMBIA, COMMUNITY ATTITUDES, KANSAS CITY, MISSOURI, PARENTS, PUBLIC SCHOOLS, SCHOOL PERSONNEL, TEACHER RECRUITMENT, TEACHERS,

A SERIES OF INVESTIGATIONS WAS CONDUCTED TO COLLECT DATA ABOUT TEACHER ROLE COGNITIONS. ROLE COGNITIONS STUDIED INCLUDED TEACHER ROLE COGNITIONS HELD AND COGNITIONS ATTRIBUTED TO OTHERS. INITIALLY DATA WERE OBTAINED FROM A PILOT STUDY OF OVER 100 UNDERGRADUATE STUDENTS IN AN URBAN UNIVERSITY. ADDITIONAL DATA WERE OBTAINED FROM APPROXIMATELY 700 RESPONDENTS REPRESENTING 7 COMMUNITY POSITIONS IN A MAJOR METROPOLITAN AREA AND FROM ADDITIONAL STUDENT RESPONSES OBTAINED FROM APPROXIMATELY 250 STUDENTS DIVIDED EVENLY BETWEEN EDUCATION AND NONEDUCATION MAJORS. ROLE COGNITIONS HELD BY RESPONDENTS AND ATTRIBUTED TO OTHERS WERE THEN RELATED. SIGNIFICANT AND SYSTEMATIC DIFFERENCES WERE REPORTED BETWEEN COGNITIONS AND THOSE ATTRIBUTED TO SCHOOL OFFICIALS, TEACHERS, AND PEOPLE IN GENERAL. PRIOR AND SUBSEQUENT STUDIES AND PROCEDURES WERE REFERENCED ED 002 851, ED 003 034, ED 003 036, AND ED 002 986. (WN)

ED 003 036 24

ACCURACY AND CONFORMITY IN TEACHER ROLE, VOLUME 6--STUDIES ON THE ROLE OF THE PUBLIC SCHOOL TEACHER.
BY- GREEN, PAUL F. BIDDLE, BRUCE J.
MISSOURI UNIV., COLUMBIA
REPORT NUMBER CRP-1082-VOL. 6 PUB DATE APR 64
MISSOURI UNIV., KANSAS CITY
EDRS PRICE MF-$0.27 HC-$6.08 152P. STUDIES IN THE ROLE OF THE PUBLIC SCHOOL TEACHER, VOL. 6

DESCRIPTORS- *ROLE CONFLICTS, *ROLE THEORY, *TEACHER ROLE, COLLEGE STUDENTS, COLUMBIA, KANSAS CITY CAMPUS, MISSOURI, PARENTS, PUBLIC SCHOOLS, SCHOOL PERSONNEL, TEACHER RECRUITMENT, TEACHERS,

CONFORMITY TO PERCEPTIONS AND ROLE COGNITIONS ATTRIBUTED BY TEACHERS TO PUPILS, PARENTS, SCHOOL OFFICIALS, AND OTHER TEACHERS WAS STUDIED. PROBLEMS INVESTIGATED INVOLVED THE ACCURACY OF SIGNIFICANT TEACHERS' SOCIAL PERCEPTIONS OF OTHERS AND PROBABLE BEHAVIOR OF TEACHERS IN ROUTINE SCHOOL SITUATIONS. A SELF-EXPLANATORY QUESTIONNAIRE WAS PRESENTED TO TEACHER RESPONDENTS, AND THE COMPILED DATA WERE THEN RELATED TO FINDINGS OF POSITIONAL DIFFERENCES FROM EARLIER ROLE STUDIES (ED 002 851, ED 002 986, ED 003 034, AND ED 003 035). SIGNIFICANT AND SYSTEMATIC DIFFERENCES WERE REPORTED FOR ACCURACY AND CONFORMITY TO TEACHER ROLE PERCEPTIONS. POSITIONAL DIFFERENCES WERE RATED AND INTERPRETED FOR--(1) THE SHARING OF COGNITIVE PROPERTIES, (2) EXPLICIT OR IMPLICIT INVOLVEMENT OF POSITIONAL MEMBERS INDICATING FREQUENCY OF INTERACTION, AND (3) A COMBINATION OF COGNITIVE PROPERTIES SHARED AND INVOLVEMENT OF POSITIONAL MEMBERS WEIGHTED TO ESTABLISH SOCIAL DISTANCE BETWEEN POSITIONS. (WN)

ED 003 037 24

THE INFLUENCE OF ACADEMIC AND STUDENT SUBCULTURES IN COLLEGE AND UNIVERSITY ENVIRONMENTS.
BY- PACE, C. ROBERT
CALIFORNIA UNIV., LOS ANGELES
REPORT NUMBER CRP-1083 PUB DATE 64
EDRS PRICE MF-$0.45 HC-$10.76 269P.

DESCRIPTORS- *COLLEGE ROLE, *COLLEGE STUDENTS, *INSTITUTIONAL ENVIRONMENT, *STUDENT CHARACTERISTICS, *STUDENT EVALUATION, CALIFORNIA, COCURRICULAR ACTIVITIES, COLLEGE CHARACTERISTICS ANALYSIS (CCA), COLLEGE CHARACTERISTICS INDEX (CCI), ENROLLMENT TRENDS, LOS ANGELES, QUESTIONNAIRES, STATISTICAL SURVEYS, STUDENT ATTITUDES, STUDENT GROUPING,

STUDENTS FROM NINE COLLEGES AND UNIVERSITIES AROUND THE UNITED STATES WERE STUDIED TO DETERMINE THE COMPATIBILITY OF CERTAIN STUDENT INFLUENCES WITH THE PURPOSES OF THE INSTITUTIONS. CORRELATIONAL STUDIES WERE MADE ON 1,319 PARTICIPATING STUDENTS. DATA WERE OBTAINED FROM THE COLLEGE CHARACTERISTICS INDEX (CCI) AND COLLEGE CHARACTERISTICS ANALYSIS (CCA) QUESTIONNAIRES, AND OTHER MEASURES. COMPARISONS WERE MADE TO RELATE THE CHARACTERS OF STUDENTS TO ENVIRONMENT AND SUBCULTURES, ACHIEVEMENT, SELF-CONCEPT, AND COLLEGE SATISFACTION. GENERALIZATIONS FROM THE RESULTS WERE--(1) THERE ARE ACADEMIC SUBGROUPS THAT DIFFER SIGNIFICANTLY FROM THE COLLEGE ENVIRONMENT, (2) THERE ARE SUBGROUPS WHOSE MEMBERS DIFFER FROM THE STUDENT BODY, AND (3) THERE ARE SUBGROUPS THAT DIFFER FROM THE COLLEGE IN THE ATTAINMENT OF EDUCATIONAL GOALS. MOST OF THE EVIDENCE SUPPORTS THE RELATIONSHIP OF COMPATIBILITY AND SUCCESS. (RS)

ED 003 038 24

ABILITIES OF FIRST-GRADE PUPILS TO LEARN MATERIALS IN TERMS OF ALGEBRAIC STRUCTURES BY TEACHING MACHINES.
BY- KEISLAR, EVAN R. CRAWFORD, ROBERT C.
CALIFORNIA UNIV., LOS ANGELES
REPORT NUMBER CRP-1090 PUB DATE DEC 61
CONTRACT OEC-SAE-8998
EDRS PRICE MF-$0.18 HC-$4.76 119P.

DESCRIPTORS- *AUDIOVISUAL INSTRUCTION, *AUTOINSTRUCTIONAL AIDS, *GRADE 1, *MATHEMATICS INSTRUCTION, *TEACHING MACHINES, CALIFORNIA, COMPARATIVE ANALYSIS, CONVENTIONAL INSTRUCTION, CUISENAIRE BLOCKS, GRADE 4, GROUP TESTS, INSTRUCTIONAL PROGRAMS, INTERVIEWS, LOS ANGELES, PROGRAMED INSTRUCTION, SANTA MONICA, VIDEOSONIC TEACHING MACHINE (HUGHES AIRCRAFT CO.),

THE MAJOR PROBLEM OF THIS INVESTIGATION WAS TO DETERMINE TO WHAT EXTENT FIRST-GRADE PUPILS ARE CAPABLE OF LEARNING ALGEBRAIC STRUCTURES THROUGH PROGRAMED INSTRUCTION. IN THE EXPERIMENT APPROXIMATELY 130 FIRST-GRADERS WERE INSTRUCTED THROUGH AUDIOVISUAL TEACHING MACHINES FOR APPROXIMATELY 15 WEEKS. AT THE END OF THE PROGRAM, THE CHILDREN WERE TESTED THROUGH ORAL INTERVIEWS AND GROUP TESTS ON THEIR UNDERSTANDING OF BASIC MATHEMATICAL PRINCIPLES. THEIR PERFORMANCE WAS COMPARED WITH THAT OF TWO CONTROL GROUPS, WHO RECEIVED ONLY CONVENTIONAL INSTRUCTION. ONE CONTROL GROUP WAS DRAWN FROM THE FIRST GRADE, THE OTHER FROM THE FOURTH. IT WAS

DISCOVERED THAT THE AUTOINSTRUCTIONAL PROGRAM WAS SUCCESSFUL IN DEVELOPING CERTAIN COMPETENCIES IN ARITHMETIC, SUCH AS ORDERING OF NUMBERS, WITH NO APPARENT LOSS IN ABILITY TO PERFORM SIMPLE ADDITION AND SUBTRACTION. HOWEVER, THE PRINCIPAL INVESTIGATION POINTS OUT THAT A CONCLUSION REGARDING THE MAJOR HYPOTHESIS, THE EXTENT TO WHICH FIRST-GRADERS ARE CAPABLE OF LEARNING ALGEBRAIC STRUCTURES, HINGES ON ONE'S JUDGMENT OF THE VALIDITY OF THE INDIVIDUAL TEST USED AS THE MAJOR CRITERION. FURTHER STUDY AND LONG-RANGE EXPERIMENTATION WERE RECOMMENDED. (JC)

ED 003 039 24

A RESEARCH-ORIENTED ELEMENTARY EDUCATION STUDENT TEACHING PROGRAM.
BY- MACDONALD, JAMES B. AND OTHERS
WISCONSIN UNIV., MILWAUKEE, SCH. OF EDUCATION
REPORT NUMBER CRP-1091 PUB DATE 65
EDRS PRICE MF-$0.18 HC-$3.16 79P.

DESCRIPTORS- *STUDENT EXPERIENCE, *STUDENT TEACHERS, *TEACHER CHARACTERISTICS, *TEACHER EVALUATION, *TEACHER EXPERIENCE, DECISION MAKING SKILLS, ELEMENTARY SCHOOL TEACHERS, MILWAUKEE, TEACHER EDUCATION, TEACHER QUALIFICATIONS, WISCONSIN,

THIS STUDY INVOLVED FOUR PREMISES ABOUT TEACHING--(1) THE DEVELOPMENT OF SYSTEMATIC, RATIONAL THINKING WILL IMPROVE THE QUALITY OF TEACHING, (2) RESEARCH TRAINING WILL HELP DEVELOP RATIONAL SYSTEMATIC THINKING, (3) GENERAL TEACHER EDUCATION OUTCOMES REFLECT THE QUALITY OF THINKING, AND (4) THE STUDENT TEACHING EXPERIENCE IS THE MOST CRITICAL ELEMENT. THE MAJOR HYPOTHESIS OF THE STUDY DEALT WITH THE OBSERVABLE EFFECTS OF A RESEARCH-ORIENTED, STUDENT TEACHING EXPERIENCE ON THE IMPROVEMENT OF DECISION-MAKING IN TEACHING. THREE GROUPS OF ELEMENTARY STUDENT TEACHERS WERE SELECTED--(1) THE EXPERIMENTAL, WHICH RECEIVED A MODIFIED PROGRAM AND RESEARCH EXPERIENCES IN STUDENT TEACHING, (2) THE EXPERIMENTAL-CONTROL, WHICH RECEIVED A MODIFIED PROGRAM ONLY, AND (3) THE CONTROL, WHICH EXPERIENCED NO MODIFICATIONS IN PROGRAM. ONE OUTCOME OF THE STUDY WAS THAT EARLY PREDICTIONS OF SUCCESS MADE BY INSTRUCTORS REMAINED CORRELATED WITH PERFORMANCE BOTH AT THE END OF STUDENT TEACHING AND THE FIRST YEAR OF TEACHING. ONE POSSIBLE EXPLANATION WAS THAT THERE IS A GLOBAL QUALITY ABOUT INDIVIDUALS, TIED TO PERSONALITY AND ABILITY AND EVIDENCED IN INTERPERSONAL RELATIONS, WHICH REMAINS CONSISTENT REGARDLESS OF TRAINING METHOD OR TRADITIONAL STUDENT TEACHING EXPERIENCE. ONE CONCLUSION WAS THAT THE SIGNIFICANCE OF THE STUDENT TEACHING EXPERIENCE SHOULD BE QUESTIONED. (AW)

ED 003 040 24

EDUCATIONAL, VOCATIONAL, AND SOCIAL PERFORMANCES OF COUNSELED AND UNCOUNSELED YOUTH 10 YEARS AFTER HIGH SCHOOL.
BY- ROTHNEY, JOHN W.M.
WISCONSIN UNIV., MADISON
REPORT NUMBER CRP-1094 PUB DATE 63
EDRS PRICE MF-$0.18 HC-$2.64 66P.

DESCRIPTORS- *EDUCATIONAL COUNSELING, *HIGH SCHOOL GRADUATES, *SOCIAL DEVELOPMENT, *VOCATIONAL COUNSELING, ACADEMIC ACHIEVEMENT, COUNSELING, COUNSELING GOALS, COUNSELING PROGRAMS, EDUCATION, GUIDANCE COUNSELING, MADISON, OCCUPATIONAL COUNSELING, SOCIAL DIFFERENCES, SOCIAL VALUES, VOCATIONAL INTERESTS, WISCONSIN,

DIFFERENCES WERE DETERMINED BETWEEN COUNSELED AND CONTROL SUBJECTS 10 YEARS AFTER COUNSELING. THIS STUDY WAS DESIGNED AS A FOLLOWUP TO PREVIOUS STUDIES, WHICH BEGAN IN 1948, WITH SOME 700 HIGH SCHOOL STUDENTS WHO WERE ASSIGNED RANDOMLY TO EXPERIMENTAL OR CONTROL GROUPS. SUBJECTS IN THE EXPERIMENTAL GROUPS WERE GIVEN INTENSIVE COUNSELING DURING EACH OF THEIR LAST 3 YEARS OF HIGH SCHOOL. THE CONTROL GROUP WAS NOT COUNSELED. AT SEVERAL TIME INTERVALS (INCLUDING THE TIME OF THE IMMEDIATE STUDY) AFTER THE SUBJECTS GRADUATED FROM HIGH SCHOOL, DATA WERE COLLECTED ON VOCATIONAL CHOICES AND PROGRESS, SOCIAL DEVELOPMENT AND ADJUSTMENTS, PSYCHOLOGICAL PERFORMANCES ON TESTS, AND ACADEMIC PROGRESS. FINDINGS FROM THESE PREVIOUS STUDIES WERE COMPARED WITH THOSE OF THE 10-YEAR, FOLLOWUP PROJECT. FEW SIGNIFICANT DIFFERENCES WERE DISCOVERED. ALL SIGNIFICANT DIFFERENCES BETWEEN THE TWO GROUPS IN OCCUPATIONAL CATEGORIES (DISCOVERED EARLIER) HAD DISAPPEARED AFTER 10 YEARS. IN RESPONSE TO ITEMS WHICH REFLECTED AIMS (GOALS) OF COUNSELING PROGRAMS, THERE WERE SIGNIFICANT DIFFERENCES IN FAVOR OF THE COUNSELED GROUP. (JC)

ED 003 041 24

SEX DIFFERENCES IN ACHIEVEMENT MOTIVATION.
BY- PIERCE, JAMES V.
CHICAGO UNIV.
REPORT NUMBER CRP-1097 PUB DATE DEC 61
EDRS PRICE MF-$0.18 HC-$3.08 77P.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *HIGH SCHOOL STUDENTS, *MOTIVATION, *PARENT ATTITUDES, *SEX DIFFERENCES, ACHIEVEMENT, CHICAGO, FEMALES, GRADE 12, ILLINOIS, MALES, MCCLELLAND NEED ACHIEVEMENT TEST,

PROBLEMS RELATED TO SEX DIFFERENCES IN ACHIEVEMENT AMONG ABLE HIGH SCHOOL YOUTH WERE STUDIED--(1) THE LACK OF CORRELATION BETWEEN A MEASURE OF ACHIEVEMENT MOTIVATION AND ACTUAL SCHOOL ACHIEVEMENT AMONG GIRLS, AND (2) THE RELATIVELY DIFFERENT EFFECT OF CERTAIN PARENTAL ATTITUDES ON THE ACHIEVEMENT BEHAVIOR OF BOYS AND GIRLS. THE SUBJECTS USED WERE ABOUT 100 BOYS AND GIRLS IN THE 12TH GRADE (EACH HAD BEEN TESTED ON A NUMBER OF NONINTELLECTUAL VARIABLES 2 YEARS PREVIOUSLY). ALMOST 90 OF THEIR FATHERS WERE ADMINISTERED A PARENTAL ATTITUDES TEST. THE MOTHERS HAD BEEN TESTED PREVIOUSLY DURING A FORMER STUDY USING THE SAME STUDENT SUBJECTS. ALL SUBJECTS WERE ADMINISTERED ACHIEVEMENT AND ATTITUDE TESTS. THE FINDINGS OF THIS STUDY AND THE FORMER STUDY RESULTED IN THE FOLLOWING CONCLUSIONS--(1) ACHIEVEMENT MOTIVATION IN GIRLS IS RELATED TO MOTIVATION TO REACH ADULTHOOD EARLY, RATHER THAN TO MOTIVATION TO ACHIEVE ACADEMICALLY, (2) FOR BOYS, IT IS RELATED TO "COLLEGE GOING" AND ACADEMIC ACHIEVEMENT, AND (3) ACADEMIC ACHIEVEMENT OF BOYS IS AIDED BY HOME SITUATIONS WHICH ARE RELATIVELY DEMOCRATIC, WHEREAS ACADEMIC ACHIEVEMENT OF GIRLS APPEARS TO BE AIDED BY HOMES WHICH ARE MORE STRICT AND DEMANDING. FURTHER RESEARCH WAS RECOMMENDED TO ACHIEVE AN EVEN GREATER UNDERSTANDING IN SUCH AREAS AS ACHIEVEMENT MOTIVATION, VALUES, PARENT ATTITUDES RELATED TO ACHIEVEMENT, AND LEVELS OF ASPIRATIONS IN GIRLS. (AW)

ED 003 042 24

VISUAL AND AUDITORY EFFICIENCY AND ITS RELATIONSHIP TO READING IN CHILDREN.
BY- KATZ, PHYLLIS A. DEUTSCH, MARTIN
NEW YORK MEDICAL COLLEGE
REPORT NUMBER CRP-1099 PUB DATE 63
EDRS PRICE MF-$0.18 HC-$3.20 80P.

DESCRIPTORS- *AUDITORY DISCRIMINATION, *LEARNING DIFFICULTIES, *LEARNING PROCESSES, *READING ACHIEVEMENT, *VISUAL DISCRIMINATION, AUDITORY PERCEPTION, CHILD DEVELOPMENT, CONCEPT FORMATION, NEW YORK, NEW YORK CITY, READING ABILITY, READING DEVELOPMENT, VISUAL PERCEPTION,

THE RELATIONSHIPS BETWEEN AUDITORY AND VISUAL FUNCTIONING AND READING ACHIEVEMENT WERE EXPLORED. AN ADDITIONAL OBJECTIVE WAS TO INVESTIGATE THE INFLUENCE OF DEVELOPMENTAL FACTORS ON THESE VARIABLES. A WIDE RANGE OF AUDITORY AND VISUAL SKILLS WAS SAMPLED IN POOR AND NORMAL READERS AT THREE DIFFERENT GRADE LEVELS (FIRST, THIRD, AND FIFTH). DATA OBTAINED UNDER EXPERIMENTAL CONDITIONS INCLUDED--(1) REACTION TIME TO LIGHTS AND TONES, PRESENTED SEQUENTIALLY, (2) VIGILANCE PERFORMANCE UNDER CONDITIONS OF AUDITORY, VISUAL, AND COMBINED AUDITORY-VISUAL PRESENTATION, (3) AUDITORY AND VISUAL DISCRIMINATION SKILLS WITH MEANINGFUL AND NONMEANINGFUL MATERIAL, (4) AUDITORY AND VISUAL SPAN OF WORDS AND DIGITS, (5) AUDITORY AND VISUAL SERIAL LEARNING OF WORDS, AND (6) CONCEPT FORMATION SKILLS. RESULTS OF THIS STUDY INDICATED THAT READING MAY BE ADVERSELY AFFECTED BY ANY ONE OF THE PSYCHOLOGICAL PROCESSES OF DISCRIMINATION, MEMORY, LEARNING, AND CONCEPTION. IT WAS ALSO DETERMINED THAT DIFFICULTIES IN ATTENDING, MEMORIZING, OR LEARNING WITHIN PARTICULAR SENSORY MODES ARE RELATED TO READING RETARDATION. IT APPEARED THAT THE READING LEVELS OF YOUNGER CHILDREN WERE AFFECTED BY DIFFICULTIES IN DISCRIMINATION. (WB)

ED 003 043 24

USE OF BIOGRAPHICAL INFORMATION ON STUDENTS WHO DO AND DO NOT ACHIEVE IN HIGH SCHOOL SCIENCE COURSES.
BY- CLINE, VICTOR B. AND OTHERS
UTAH UNIV., SALT LAKE CITY
REPORT NUMBER CRP-1107 PUB DATE 63
EDRS PRICE MF-$0.18 HC-$3.76 94P.

DESCRIPTORS- *HIGH SCHOOLS, *PREDICTIVE ABILITY (TESTING), *SCIENCE COURSES, *SELF EVALUATION, ABILITY IDENTIFICATION, ACADEMIC PERFORMANCE, ACHIEVEMENT RATINGS, BIOGRAPHICAL INFORMATION BLANK (BIB), BIOGRAPHIES, FACTOR ANALYSIS, MEASURING INSTRUMENTS, PREDICTIVE VALIDITY, SALT LAKE CITY, SCIENCE CAREERS, SECONDARY SCHOOL STUDENTS, UTAH,

A RELIABILITY ASSESSMENT WAS MADE OF A SELF-REPORTING INSTRUMENT WITH RESPECT TO ITS PREDICTIVE VALIDITY FOR SCIENCE ACHIEVEMENT. THE PURPOSES WERE TO DETERMINE IF--(1) SELF-COMPILED BIOGRAPHICAL DATA ARE REPRESENTATIVE OF ONE'S ACTUAL EARLY EXPERIENCES, (2) SCIENCE ACHIEVEMENT DEPENDS ON ONE'S SPECIFIC EARLY EXPERIENCES OR ON THE ENVIRONMENT IN WHICH THESE EXPERIENCES TAKE PLACE, AND (3) EARLY EXPERIENCES WHICH RELATE TO SCIENCE ACHIEVEMENT CAN BE RELIABLY MEASURED FROM SELF-REPORTED BIOGRAPHICAL INFORMATION. THE FIRST PROJECT PHASE CONSISTED OF ADMINISTERING THE BIOGRAPHICAL INFORMATION BLANK (BIB) TO ABOUT 550 HIGH SCHOOL SENIORS. PARENTS OF THESE SUBJECTS WERE ADMINISTERED THE PARENTAL ATTITUDE RESEARCH INSTRUMENT FOR CROSS-CORRELATION WITH THE BIB RESPONSES. THE SECOND PHASE EXPLORED THE RELATIONSHIP OF BIB RESPONSES TO THE SUBJECT'S ACADEMIC ACHIEVEMENT IN SCIENCE COURSES. THE RESULTING DATA WERE SUBJECTED TO FACTOR ANALYSIS. BIOGRAPHICAL INFORMATION ON THE BIB WAS FOUND TO BE A POWERFUL PREDICTOR OF ACHIEVEMENT IN HIGH SCHOOL SCIENCE FOR BOTH ORIGINAL AND CROSS-VALIDITIES. THE RESULTS SUGGESTED THAT SELF-RATINGS ARE IMPORTANT IN EVALUATING STUDENT CHARACTERISTICS, INCLUDING PERFORMANCE, AND IN SOME CASES EVEN MORE IMPORTANT THAN STANDARD TESTS AND SCHOOL GRADES. (RS)

ED 003 044 24

REPRESENTATIVE ORDERING AND SELECTION OF VARIABLES, VOLUMES A AND B--STATISTICAL MODELS FOR THE EVALUATION AND INTERPRETATION OF EDUCATIONAL CRITERIA, PART 3.
BY- BARGMANN, ROLF E.
VIRGINIA POLYTECHNIC INST., BLACKSBURG
REPORT NUMBER CRP-1132-PT. A-B PUB DATE JUN 62
EDRS PRICE MF-$0.54 HC-$13.60 340P.

DESCRIPTORS- *ANALYSIS OF VARIANCE, *DISCRIMINANT ANALYSIS, *EDUCATIONAL RESEARCH, *MATHEMATICAL MODELS, BLACKSBURG, COMPUTER PROGRAMS, DATA ANALYSIS, STATISTICAL STUDIES, TEST CONSTRUCTION, VIRGINIA,

THE STUDIES EMBODIED IN THIS REPORT PROPOSE SOME STATISTICAL METHODS OF ORDERING AND ATTAINING RELEVANCY TO HELP THE EDUCATIONAL RESEARCHER CHOOSE AMONG SUCH VARIABLES AS TESTS AND BEHAVIOR RATINGS. CONSTRUCTION OF A MODEL FOR THE ANALYSIS OF CONTINGENCY TABLES, DETERMINATION OF THE MOST APPROPRIATE ORDERING PRINCIPLE IN STEP-DOWN ANALYSIS FOR THE QUALITATIVE INTERPRETATION OF STATISTICAL RESULTS, AND DEVELOPMENT OF STATISTICAL TESTS TO INTERPRET THE RESULTS WERE ATTEMPTED. PARTIAL CORRELATION AND PARTIAL ASSOCIATION CONCEPTS ARE ANALYZED TO DETERMINE PARAMETERS FOR GENERALIZING CLASSIFICATION OF DEPENDENCE PATTERNS. PROCEDURES WERE DEVELOPED FOR FACTOR IDENTIFICATION AND COMPARED WITH LATENT CLASS ANALYSIS PROCEDURES CURRENTLY IN USE. SUBJECT-TEST INTERACTION MODELS DESIGNED THROUGH OTHER RESEARCH WERE USED FOR COMPARISON. VARIANCE-COVARIANCE OR CORRELATION MATRIX PATTERNS RESULTING FROM EACH ASSUMPTION CONCERNING THE NATURE OF SUBJECT-TEST INTERACTIONS WERE PRESENTED. STATISTICAL TESTS WERE CONSTRUCTED FOR DETERMINING THE PLAUSIBILITY OF EACH PATTERN AND FOR PATTERN DIFFERENCES. SUBJECT-TEST INTERACTION MODELS WERE IDENTIFIED THROUGH THE DEVELOPMENT OF STATISTICAL METHODS, AND THESE METHODS WERE IN TURN TRANSLATED INTO OPERATIONAL PROCEDURES. IT WAS CONCLUDED THAT STATISTICAL INTERPRETATION OF SIGNIFICANT GROUP DIFFERENCES IS POSSIBLE USING DISCRIMINANT FUNCTIONS AND SUBSEQUENT STEP-DOWN ANALYSIS. ANY DIFFERENCES DUE TO LATENT ARTIFICIAL VARIABLES INSTEAD OF THE OBSERVED VARIABLES MAY BE DETERMINED THROUGH FACTOR AND DISCRIMINATION ANALYSES. OTHER ENTRIES IN THIS SERIES ARE ED 003 045 AND ED 003 046. (HS)

ED 003 045 24

THE PROBLEM OF CLASSIFYING MEMBERS OF A POPULATION ON A CONTINUOUS SCALE--STATISTICAL MODELS FOR THE EVALUATIONS AND INTERPRETATION OF EDUCATIONAL CRITERIA, PART 1.
BY- SAW, J.G. BARNETT, F.C.
VIRGINIA POLYTECHNIC INST., BLACKSBURG

REPORT NUMBER CRP-1132-PT. 1 PUB DATE 64
EDRS PRICE MF-$0.27 HC-$6.16 154P.

DESCRIPTORS- #COMPUTER PROGRAMS, #DATA ANALYSIS, #DISCRIMINANT ANALYSIS, #EDUCATIONAL RESEARCH, #MATHEMATICAL MODELS, #STATISTICAL ANALYSIS, BLACKSBURG, QUASI RANK MULTIPLE CORRELATION, STATISTICAL STUDIES, TEST CONSTRUCTION, VIRGINIA,

A WORKING MODEL CAPABLE OF RANKING INDIVIDUALS IN A RANDOM SAMPLE FROM A MULTIVARIATE POPULATION BY SOME CRITERION OF INTEREST WAS DEVELOPED. THE MULTIPLE CORRELATION COEFFICIENT OF RANKS WITH MEASURED VARIATES AS A STATISTIC IN TESTING WHETHER RANKS ARE ASSOCIATED WITH MEASUREMENTS WAS EMPLOYED AND DUBBED "QUASI-RANK MULTIPLE CORRELATION COEFFICIENT." ITS FIRST FOUR EXACT MOMENTS WERE DERIVED ASSUMING THAT THE UNDERLYING PROBABILITY DISTRIBUTION IS MULTIVARIATE NORMAL. A RANDOM SAMPLE OF 20 INDIVIDUALS FROM A 6-VARIATE NORMAL DISTRIBUTION OF KNOWN STRUCTURE AND FOR WHICH THE POPULATION MULTIPLE CORRELATION COEFFICIENT IS 0.655 WAS USED FOR TESTING PURPOSES. THE HYPOTHESIS OF NO ASSOCIATION OF RANKS WITH MEASUREMENTS WAS REJECTED IN A TWO-SIDED SIZE 0.05 TEST. THE TRUE RANKS OF THE INDIVIDUALS WERE PREDICTED FROM THE DISCRIMINANT FUNCTION. THE PREDICTED RANKS VARIED NO MORE THAN FOUR PLACES FROM THE TRUE RANKS. IT WAS CONCLUDED THAT A MULTIPLE CORRELATION COEFFICIENT GREATER THAN 0.655 SHOULD PRODUCE BETTER SETS OF PREDICTED RANKS. PROBABILITIES OF ERRORS IN RANKING SUBSEQUENTLY SELECTED INDIVIDUALS USING THE DISCRIMINANT FUNCTION WAS EXPRESSED AS BEING A DESIRABLE AREA FOR FUTURE RESEARCH. OTHER ENTRIES IN THIS SERIES ARE ED 003 044 AND ED 003 046. (HS)

ED 003 046 24
LIKELIHOOD RATIO TESTS OF HYPOTHESES ON MULTIVARIATE POPULATIONS, VOLUME 1, DISTRIBUTION THEORY--STATISTICAL MODELS FOR THE EVALUATION AND INTERPRETATION OF EDUCATIONAL CRITERIA, PART 4.
BY- SAW, J.G.
VIRGINIA POLYTECHNIC INST., BLACKSBURG
REPORT NUMBER CRP-1132 PT. 4 PUB DATE 64
EDRS PRICE MF-$0.36 HC-$8.76 219P.

DESCRIPTORS- #HYPOTHESES TESTING, #STATISTICAL ANALYSIS, BLACKSBURG, MATHEMATICAL MODELS, MATHEMATICS, VIRGINIA,

THIS VOLUME DEALS WITH THE BIVARIATE NORMAL DISTRIBUTION. THE AUTHOR MAKES A DISTINCTION BETWEEN DISTRIBUTION AND DENSITY FROM WHICH HE DEVELOPS THE CONSEQUENCES OF THIS DISTINCTION FOR HYPOTHESIS TESTING. OTHER ENTRIES IN THIS SERIES ARE ED 003 044 AND ED 003 045. (JK)

ED 003 047 24
FACTORS AFFECTING PERFORMANCE OF TRANSFER STUDENTS FROM 2- TO 4-YEAR COLLEGES--WITH IMPLICATIONS FOR COORDINATION AND ARTICULATION.
BY- KNOELL, DOROTHY M. MEDSKER, LELAND L.
CALIFORNIA UNIV., BERKELEY, CTR.FOR STUDY HI. ED.
REPORT NUMBER CRP-1133 PUB DATE 64
EDRS PRICE MF-$0.36 HC-$8.64 216P.

DESCRIPTORS- #ACADEMIC ACHIEVEMENT, #COUNSELING, #JUNIOR COLLEGES, #STUDENT CHARACTERISTICS, #TRANSFER STUDENTS, ACADEMIC ASPIRATION, BERKELEY, CALIFORNIA, COLLEGES, GUIDANCE, UNIVERSITIES,

AN INTENSIVE STUDY WAS MADE OF THE FACTORS AFFECTING PERSISTENCE AND ACADEMIC ACCOMPLISHMENT OF STUDENTS TRANSFERRING FROM 2-YEAR (JUNIOR COLLEGE) TO 4-YEAR COLLEGES. THE OBJECTIVE WAS TO OBTAIN NORMATIVE INFORMATION ABOUT THE CHARACTERISTICS OF THESE STUDENTS. THE MAJOR STUDY GROUP WAS COMPOSED OF APPROXIMATELY 9,000 JUNIOR COLLEGE STUDENTS WHO TRANSFERRED TO A SAMPLE OF 41 4-YEAR COLLEGES AND UNIVERSITIES IN 10 STATES. THE TWO MAJOR SOURCES OF STUDENT DATA WERE QUESTIONNAIRES AND TRANSCRIPTS OF COLLEGE COURSEWORK. THE IMPLICATIONS OF THE RESULTS OF THE STUDY FOR COUNSELING WERE REPEATEDLY EMPHASIZED. THE STUDY REVEALED THAT STUDENTS HAVE DIFFICULTY IN MAKING THE CHOICE OF EDUCATIONAL AND VOCATIONAL GOALS. (AW)

ED 003 048 24
GROUP ASPIRATIONS AND GROUP COPING BEHAVIOR.
BY- ZANDER, ALVIN MEDOW, HERMAN
MICHIGAN UNIV., ANN ARBOR,RES.CTR.FOR GRP.DYNAMICS
REPORT NUMBER CRP-1143 PUB DATE 64
EDRS PRICE MF-$0.27 HC-$7.28 182P.

DESCRIPTORS- #ADJUSTMENT (TO ENVIRONMENT), #ASPIRATION, ANN ARBOR, GROUP RELATIONS, HIGH SCHOOL STUDENTS, MALES, MICHIGAN, MOTIVATION, OBJECTIVES,

THIS RESEARCH PROJECT WAS CONCERNED WITH THE EFFECTS OF CERTAIN INTERNAL AND EXTERNAL CONDITIONS UPON THE SELECTION OF A GROUP'S LEVEL OF ASPIRATION AND THE EFFECTS OF THESE CONDITIONS ON MEMBERS' COPING BEHAVIOR. SEVEN EXPERIMENTS WERE DESIGNED WHICH UTILIZED MALE HIGH SCHOOL STUDENTS OF SUBURBAN SCHOOLS AS SUBJECTS. RESULTS OBTAINED FROM THE VARIOUS EXPERIMENTS INDICATED THAT THE LEVEL OF ASPIRATION THEORY, ORIGINALLY DEVELOPED AS AN EXPLANATION OF GOAL SETTINGS BY INDIVIDUALS, WAS USEFUL IN EXAMINING THE NATURE OF GROUP ASPIRATIONS. IT WAS ALSO INDICATED THAT ADDITIONS TO THE ASPIRATION THEORY DEVELOP WHEN GROUP GOALS ARE INVOLVED. FINDINGS ARE STATED AS--(1) THE ORIGINS OF GROUP ASPIRATIONS AND SUBSEQUENT CHANGES IN THEM ARE SIMILAR TO THOSE FOR PERSONAL ASPIRATIONS, (2) MEMBERS DISTORT THEIR EXPECTATIONS OF THEIR GROUP'S FUTURE PERFORMANCE WHEN INFLUENCED TO DO SO BY EXTERNAL AGENTS SO THAT THEY SELECT UNDULY HIGH OR LOW GROUP ASPIRATIONS, (3) A MEMBER'S EVALUATION OF HIS GROUP'S PERFORMANCE IS A FUNCTION OF THE DISCREPANCY BETWEEN PERFORMANCE OF THE GROUP AND THE LEVEL OF ASPIRATION OF THAT GROUP, (4) MEMBERS OF A GROUP ENGAGE IN COPING BEHAVIOR INTENDED TO AVOID POTENTIAL NEGATIVE OR POSITIVE CONSEQUENCES FOLLOWING A POOR OR GOOD PERFORMANCE, AND (5) A MEMBER DEVELOPS A MOTIVE FOR HIS GROUP TO ACHIEVE SUCCESS (OR TO AVOID FAILURE) WHICH INFLUENCES THE DIRECTION AND VIGOR OF HIS GROUP BEHAVIOR. (WB)

ED 003 049 24
FACTORS RELATED TO ATTRITION AMONG DOCTORAL STUDENTS.
BY- TUCKER, ALLAN AND OTHERS
MICHIGAN ST. UNIV., EAST LANSING
REPORT NUMBER CRP-1146 PUB DATE 64
EDRS PRICE MF-$0.54 HC-$13.72 343P.

DESCRIPTORS- *DOCTORAL DEGREES, *DROPOUT ATTITUDES, *DROPOUT PREVENTION, *DROPOUT RATE, *GRADUATE SURVEYS, DROPOUT CHARACTERISTICS, DROPOUT IDENTIFICATION, DROPOUT RESEARCH, EAST LANSING, MICHIGAN, QUESTIONNAIRES,

A STUDY WAS UNDERTAKEN TO DISCOVER SOME OF THE POSSIBLE FACTORS RESPONSIBLE FOR ATTRITION AMONG DOCTORAL STUDENTS. ARRANGEMENTS WERE MADE WITH ABOUT 20 REPRESENTATIVE GRADUATE SCHOOLS TO OBTAIN NAMES AND ADDRESSES OF ALL STUDENTS WHO WERE ENROLLED IN POST-MASTER OR DOCTORAL PROGRAMS BETWEEN 1950 AND 1954. A LENGTHY QUESTIONNAIRE WAS MAILED TO APPROXIMATELY 8,000 PH.D. DROPOUTS IN THE SAMPLE. QUESTIONNAIRES WERE ALSO MAILED TO ABOUT 7,000 STUDENTS WHO COMPLETED THEIR PH.D.'S DURING THE 1950-54 TIME PERIOD. THE QUESTIONNAIRE WAS DESIGNED TO INVESTIGATE ECONOMIC, PSYCHOLOGICAL, AND SOCIOLOGICAL FACTORS RESPONSIBLE FOR STUDENTS DROPPING OUT OF DOCTORAL PROGRAMS, AND TO OBTAIN INFORMATION WHICH MIGHT EXPLAIN POSSIBLE DIFFERENCES BETWEEN SUCCESSFUL CANDIDATES AND DROPOUTS. SOME OF THE STUDY HIGHLIGHTS WERE--(1) ACTUAL ATTRITION RATES WERE 31 PERCENT (NOT AS HIGH AS ANTICIPATED), (2) MOST STUDENTS APPEARED TO DROPOUT BECAUSE THEY LACKED MOTIVATION, AND (3) DROPOUTS IN GENERAL WERE RECEIVING LESS INCOME THAN PH.D.'S, BUT IN TERMS OF JOB SATISFACTION ONLY MINOR DIFFERENCES WERE NOTED. RECOMMENDATIONS ARE MADE RELATIVE TO PROGRAMS FOR REDUCING PH.D. ATTRITION AND ATTRACTING MORE CANDIDATES. (JC)

ED 003 050 24
MODIFYING BEHAVIORS (SELF-CONCEPT) OF CERTAIN PROSPECTIVE TEACHERS.
BY- HEIL, LOUIS M.
CITY UNIV. OF NEW YORK, BROOKLYN COLL.
REPORT NUMBER CRP-1153 PUB DATE 62
CONTRACT OEC-SAE-9170
EDRS PRICE MF-$0.36 HC-$9.16 229P.

DESCRIPTORS- *BEHAVIOR PATTERNS, *EFFECTIVE TEACHING, *ELEMENTARY SCHOOL TEACHERS, *PERSONALITY DEVELOPMENT, *TEACHER CHARACTERISTICS, BROOKLYN, EDUCATION MAJORS, INTERVIEWS, MANIFOLD INTEREST SCHEDULE (MIS), NEW YORK, SELF CONCEPT, STUDENT BEHAVIOR, STUDENT TEACHER RELATIONSHIP, STUDENT TEACHING, TEACHER RATING,

THIS STUDY EXPLORED THE CHARACTERISTICS OF ELEMENTARY SCHOOL TEACHER EFFECTIVENESS AND, IN PARTICULAR, TEACHER PERSONALITY SIGNIFICANCE. TO CLARIFY THE CONCEPT OF EFFECTIVE TEACHING, INFORMATION ON THE NATURE OF SPECIFIC KINDS OF TEACHERS WAS SOUGHT. INTERVIEWS AND UNSTRUCTURED OBSERVATIONS OF INSERVICE TEACHERS WERE CONDUCTED. A STUDY WAS ALSO CONDUCTED ON SPECIFIC KINDS OF TEACHERS' EFFECTS ON CHILDREN'S BEHAVIOR VIA PRE- AND POST-TEST ADMINISTRATION. PSYCHOLOGICAL TESTS WERE ADMINISTERED TO A SAMPLE OF POTENTIAL TEACHERS. THROUGH USE OF THE MANIFOLD INTEREST SCHEDULE (MIS) CHARACTERISTICS OF TEACHERS AND POTENTIAL TEACHERS WERE IDENTIFIED. THE RESULTING IMPLICATIONS WERE THAT A SIGNIFICANTLY LARGE PROPORTION OF STUDENTS WHO PLAN TO BECOME TEACHERS POSSESSED PERSONALITY CHARACTERISTICS WHICH LEAD TO INEFFECTIVE AND INAPPROPRIATE BEHAVIOR WITH CHILDREN AND THAT POTENTIAL TEACHERS NEED EXPERIENCES TO LEARN WAYS OF EFFECTIVELY DEALING WITH CHILDREN. A PROCESS OF REEDUCATION FOR FEARFUL STUDENTS IDENTIFIED AS POTENTIALLY INEFFECTIVE TEACHERS WAS RECOMMENDED AND SUGGESTED TO CONCENTRATE ON THE POTENTIAL TEACHER'S RELATION WITH CHILDREN. DEVELOPMENT OF A POSITIVE SELF-CONCEPT IN THE POTENTIALLY FEARFUL STUDENT WAS PROPOSED THROUGH A PROCESS OF INDIVIDUALIZED CLINICAL GUIDANCE. (RS)

ED 003 051 24
MULTIVARIATE STATISTICAL PROCEDURES IN PREDICTING TEACHER-PUPIL CLASSROOM BEHAVIOR.
BY- SOAR, ROBERT S.
SOUTH CAROLINA UNIV., COLUMBIA
REPORT NUMBER CRP-1170 PUB DATE 62
EDRS PRICE MF-$0.27 HC-$7.24 181P.

DESCRIPTORS- *BEHAVIOR RATING SCALES, *CLASSROOM ENVIRONMENT, *FACTOR ANALYSIS, *PREDICTIVE ABILITY (TESTING), *TEACHER RATING, COLUMBIA, EFFECTIVE TEACHING, ELEMENTARY SCHOOL TEACHERS, EVALUATION METHODS, MEASUREMENT TECHNIQUES, SOUTH CAROLINA, STUDENT BEHAVIOR, STUDENT TEACHER RELATIONSHIP, TEACHER ATTITUDES, TEACHER CHARACTERISTICS,

NEWLY DEVELOPED MEASURES OF CLASSROOM BEHAVIOR AND THE DETERMINATION OF THEIR EFFECTIVENESS IN PREDICTING EFFECTIVE TEACHER-PUPIL INTERACTION WERE INVESTIGATED. THE MEASURES OF TEACHER CHARACTERISTICS WERE CORRELATED WITH PUPIL CHARACTERISTICS FROM WHICH ANALYSES IT WAS CONCLUDED THAT NO DEFINITE CONCLUSIONS COULD BE DRAWN NOR COULD REASONS BE FOUND TO EXPLAIN THE DIFFERENCES FROM SAMPLE TO SAMPLE. THE AUTHOR STATES THAT THERE IS NEED FOR FURTHER RESEARCH INTO THE METHODOLOGY OF TEACHER EFFECTIVENESS RESEARCH. (JK)

ED 003 052 24
THE MEASUREMENT OF SOCIAL RELATIONS OF MENTALLY RETARDED AND YOUNG ELEMENTARY SCHOOL CHILDREN USING A MODIFICATION OF SYRACUSE SCALES OF SOCIAL RELATIONS.
BY- DEJUNG, JOHN E. HARING, NORRIS G.
KANSAS UNIV., LAWRENCE, SCH. OF EDUCATION
REPORT NUMBER CRP-1182 PUB DATE 62
CONTRACT OEC-SAE-9177
EDRS PRICE MF-$0.36 HC-$8.00 200P.

DESCRIPTORS- *BEHAVIOR RATING SCALES, *EDUCABLE MENTALLY HANDICAPPED, *ELEMENTARY SCHOOL STUDENTS, *MEASUREMENT GOALS, *SOCIAL RELATIONS, ACHIEVEMENT RATINGS, COMPARATIVE TESTING, KANSAS, LAWRENCE, PEER ACCEPTANCE, SPECIAL CLASSES, STANDARDIZED TESTS, SYRACUSE SCALES OF SOCIAL RELATIONS (SSSR), TEST VALIDITY,

A SOCIOMETRIC TEST WAS USED TO COMPARE THE SOCIAL ACCEPTANCE OF MENTAL RETARDATES IN THE GRADE SCHOOL SPECIAL CLASSES AND THE REGULAR CLASSES. MODIFIED SYRACUSE SCALES OF SOCIAL RELATIONS (SSSR) WERE ADMINISTERED IN TEST-RETEST DESIGN TO 400 CHILDREN. AN EXAMINATION WAS MADE OF THE FOUR SPECIAL NEEDS SCALES. CONCLUSIONS DRAWN FROM THE DATA COLLECTED AND ANALYZED WERE (1) THE UNMODIFIED SSSR SHOULD NOT BE USED IN ELEMENTARY GRADES, (2) THE MODIFIED VERSION EXTENDS ITS USEFULNESS TO THE THIRD-GRADE LEVEL AND TO MOST EDUCABLE RETARDED PUPILS IN SPECIAL CLASSES, AND (3) WITHIN REGULAR CLASSES LOWER INTELLIGENCE PUPILS RECEIVE FEWER PEER NOMINATIONS THAN DO THEIR BRIGHTER CLASSMATES. (RS)

ED 003 053 24

EVALUATION OF THE MADISON PROJECT METHOD OF TEACHING IN ARITHMETIC SITUATIONS, GRADES 4, 5, AND 6.
BY- BROWN, WILLIAM F.
NEW YORK STATE EDUCATION DEPARTMENT, ALBANY
REPORT NUMBER CRP-1193 PUB DATE 63
SYRACUSE CITY SCHOOL DISTRICT, N. Y.
EDRS PRICE MF-$0.09 HC-$2.20 55P.

DESCRIPTORS- *ARITHMETIC, *EFFECTIVE TEACHING, *MODERN MATHEMATICS, *PROGRAM EVALUATION, *TEACHING TECHNIQUES, CALIFORNIA TEST OF MENTAL MATURITY, CURRICULUM PLANNING, EDUCATIONAL EXPERIMENTS, IOWA TEST OF BASIC SKILLS, LEARNING READINESS, MADISON PROJECT, MATHEMATICS CURRICULUM, MATHEMATICS MATERIALS, NEW YORK, STUDENT IMPROVEMENT, STUDENT INTERESTS, SYRACUSE, SYRACUSE TEST OF ALGEBRAIC FLUENCY,

FOUR HYPOTHESES WERE CONSIDERED DURING THIS EVALUATION STUDY, NAMELY THAT THE TEACHING OF ARITHMETIC IN GRADES 4, 5, AND 6 BY THE MADISON PROJECT WILL--(1) PRODUCE AS GREAT AN INCREASE IN ACHIEVEMENT AS THE METHOD COMMONLY PRACTICED, (2) PRODUCE A GREATER INCREASE IN ALGEBRAIC APTITUDE, (3) PRODUCE A GREATER INTEREST IN MATHEMATICS, AND (4) INFLUENCE CHANGES IN THE SCORES OF STUDENTS ON A TEST OF ABSTRACT THINKING EQUAL TO CHANGES EXPERIENCED BY STUDENTS RECEIVING INSTRUCTION AS COMMONLY PRACTICED. TWENTY-SIX TEACHERS IN SYRACUSE, NEW YORK, WERE SELECTED FOR PARTICIPATION AND WERE RANDOMLY DIVIDED INTO EXPERIMENTAL AND CONTROL GROUPS. STUDENTS IN ARITHMETIC CLASSES IN SYRACUSE PUBLIC SCHOOLS PARTICIPATED FOR ONE SCHOOL YEAR. INSTRUMENTS WHICH MEASURED INTELLECTUAL LEVEL, ALGEBRAIC APTITUDE, ARITHMETICAL ACHIEVEMENT, AND INTEREST IN MATHEMATICS WERE ADMINISTERED AT THE BEGINNING AND END OF THE SCHOOL YEAR. COMPARISON OF THESE PRE- AND POST-TESTING DATA REVEALED THAT STUDENTS IN THE EXPERIMENTAL GROUPS INCREASED THEIR SKILL AND UNDERSTANDING OF COMPLEX MATHEMATICAL PRESENTATIONS, AND AT THE SAME TIME APPARENTLY DID NOT LOSE ANY ABILITY TO BE SUCCESSFUL IN CONVENTIONAL ARITHMETIC ACHIEVEMENT AS MEASURED BY TESTS. INCONSISTENCIES WERE NOTED FOR BOTH EXPERIMENTAL AND CONTROL GROUPS IN THE ANALYSIS OF STUDENT ATTITUDES TOWARD ARITHMETIC AS MEASURED BY THE QUESTIONNAIRE. (WB)

ED 003 054 24

CAREER DECISIONS AND EDUCATIONAL PLANS DURING COLLEGE.
BY- DAVIS, JAMES A. AND OTHERS
CHICAGO UNIV., NATIONAL OPINION RESEARCH CTR.
REPORT NUMBER CRP-1194-VOL. 1 PUB DATE MAR 63
REPORT NUMBER R-90
EDRS PRICE MF-$0.99 HC-$25.84 646P.

DESCRIPTORS- *EDUCATIONAL PLANNING, *FINANCIAL SUPPORT, *GRADUATE STUDY, *HIGHER EDUCATION, *MOTIVATION, ASPIRATION, CAREER CHOICE, CHICAGO, ILLINOIS, QUESTIONNAIRES, STUDENT ATTITUDES, SURVEYS,

A NATIONAL SURVEY WAS CONDUCTED TO DETERMINE THE NUMBER OF BACHELOR'S DEGREE RECIPIENTS (JUNE 1961) IN AMERICAN COLLEGES AND UNIVERSITIES WHO WERE PLANNING TO ENTER POSTGRADUATE STUDY IN PREPARATION FOR SUCH PROFESSIONS AS MEDICINE, SCIENCE, ENGINEERING, AND TEACHING. THE SURVEY SOUGHT TO--(1) IDENTIFY FACTORS WHICH INFLUENCE CHOICES OF FIELD, (2) DETERMINE AT WHAT POINT IN TIME CAREER DECISIONS ARE MADE, (3) DISCOVER THE INFLUENCE OF PROSPECTIVE FINANCIAL SUPPORT, (4) ASCERTAIN WHICH CAREERS COMPETE WITH EACH OTHER, AND (5) EXAMINE SUCH INFLUENCES ON CAREER DECISIONS AS MARITAL STATUS AND CONTACT WITH UNDERGRADUATE INSTRUCTORS. A SAMPLE OF APPROXIMATELY 34,000 GRADUATES WAS ASKED TO RESPOND TO A SELF-ADMINISTERED, 19-PAGE QUESTIONNAIRE. THE TABULATED RESULTS SHOWED (1) SHIFTS IN CAREER PREFERENCE DURING COLLEGE AND THE VARIABLES WHICH INDICATED PREDICTIVE VALIDITY FOR OCCUPATIONAL DECISIONS, (2) FACTORS WHICH ARE ASSOCIATED WITH CHOOSING A FIELD, (3) THE PATTERN OF ANTICIPATIONS FOR GRADUATE STUDY, (4) THE EFFECTS OF PERSONAL AND SOCIAL FACTORS ON THE EXPECTATIONS FOR GRADUATE STUDY BY STUDENTS IN THE SAME CAREER LINES, AND (5) NUMBERS OF STUDENTS PLANNING ADVANCED STUDY, AND THEIR PERSONAL AND SOCIAL CHARACTERISTICS. (AW)

ED 003 055 24

REINFORCEMENT, A REVIEW OF SELECTED RESEARCH, FINAL REPORT, PART 1.
BY- TRAVERS, ROBERT M. AND OTHERS
UTAH UNIV., SALT LAKE CITY, BUREAU OF EDUC. RES.
REPORT NUMBER CRP-1196-PT. 1 PUB DATE 30 SEP 63
CONTRACT OEC-2-10-010
EDRS PRICE MF-$0.54 HC-$16.16 404P.

DESCRIPTORS- *REINFORCEMENT, *STIMULUS BEHAVIOR, BEHAVIOR, EDUCATIONAL RESEARCH, LEARNING EXPERIENCES, LEARNING PROCESSES, SALT LAKE CITY, UTAH,

A GENERAL SURVEY OF LITERATURE IN THE AREA OF REINFORCEMENT WAS MADE DURING THIS STUDY. THE REPORT SUMMARIZED RESEARCH WHICH HAS BEEN CONDUCTED BY VARIOUS AUTHORITIES IN THE FIELD. THE SUBJECT OF REINFORCEMENT WAS DIVIDED INTO--(1) THE PROBLEM OF DEFINING REINFORCEMENT, (2) POSITIVE REINFORCING STIMULI, CONSUMABLES, (3) POSITIVE REINFORCING STIMULI, EXTEROCEPTIVE STIMULI, (4) POSITIVE REINFORCING STIMULI, SOCIAL STIMULI, (5) AVERSIVE STIMULI AS REINFORCERS, (6) DRIVE LEVEL IN RELATION TO REINFORCEMENT, (7) TIME CONDITIONS RELATED TO REINFORCEMENT, (8) CHARACTERISTICS OF THE REINFORCING EVENT, AND (9) FEEDBACK AND KNOWLEDGE OF RESULTS AS REINFORCEMENT CONCEPTS. IT WAS FOUND THAT MUCH OF THE RESEARCH LITERATURE WAS OBTAINED FROM THE STUDY OF VARIOUS STRAINS OF LABORATORY RATS. THE COMPILERS OF THIS SURVEY HAVE STRESSED CAUTION IN GENERALIZING ANY OF THE FINDINGS WITH PARALLELS IN HUMAN BEHAVIOR, INASMUCH AS MOST OF THE RESEARCH HAS BEEN REMOTE FROM THE PROBLEMS OF ORGANIZING LEARNING IN SCHOOLS. (WB)

ED 003 056 24

SPEECH INACCURACY IN CHILDREN AS RELATED TO ETIOLOGY.
BY- WEPMAN, JOSEPH M.
CHICAGO UNIV.
REPORT NUMBER CRP-1198 PUB DATE 63
EDRS PRICE MF-$0.18 HC-$2.40 60P.

DESCRIPTORS- *ARTICULATION (SPEECH), *AUDITORY PERCEPTION, *EDUCATIONAL EXPERIMENTS, *MENTAL RETARDATION, *SPEECH HANDICAPS, CHICAGO, ILLINOIS, LEARNING DIFFICULTIES, LEARNING PROCESSES, MENTAL DEVELOPMENT, ORAL COMMUNICATION, VERBAL DEVELOPMENT, VERBAL LEARNING,

THE AIM OF THIS RESEARCH PROJECT WAS TO IDENTIFY THE

ARTICULATORY INACCURACY PROFILES OF CHILDREN ACCORDING TO THE ETIOLOGY OF THE CONDITION PRODUCING THE SPEECH DIFFICULTY. DURING THE FIRST PHASE OF THE RESEARCH, A BATTERY OF TESTS TO PROVIDE INFORMATION ON THE ARTICULATORY PATTERNS, VERBAL INTELLIGENCE, AND AUDITORY PERCEPTION OF NORMAL CHILDREN WAS PREPARED AND TESTED. THE SECOND PHASE OF THE RESEARCH WAS DEVOTED TO A STUDY OF THE ARTICULATORY ERRORS OF THREE EXPERIMENTAL GROUPS OF CHILDREN WITH SPEECH PROBLEMS STEMMING FROM DEVELOPMENTAL LAGS, FROM MENTAL RETARDATION, AND FROM AN OPERATED CLEFT PALATE OR CONGENITALLY SHORT PALATE. THE DATA COLLECTED FROM BOTH PHASES OF THE STUDY REVEALED THAT THE ARTICULATORY PROFILES DERIVED FOR CHILDREN WITH DIFFERENT ETIOLOGIES ARE EACH DIFFERENT FROM THE OTHER AND READILY IDENTIFIABLE AS THE PROFILE CHARACTERISTIC OF THE ETIOLOGY OF THE DISORDER. THE GROUP CONSIDERED AS SUFFERING FROM DEVELOPMENTAL LAGS WAS FOUND TO HAVE ARTICULATORY ERROR PROFILES IDENTICAL WITH THE NORMAL POPULATION AND THEREFORE SHOULD BE CONSIDERED AS PART OF THAT GROUP. (WB)

ED 003 057 24

PERSONALITY TRAITS RELATED TO "STRESS TOLERANCE" AS DETERMINANTS OF ACADEMIC ACHIEVEMENT.
BY- KUETHE, JAMES L.
JOHNS HOPKINS UNIV., BALTIMORE, MD.
REPORT NUMBER CRP-1218 PUB DATE 61
EDRS PRICE MF-$0.09 HC-$1.16 29P.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *ADJUSTMENT (TO ENVIRONMENT), *PERSONALITY ASSESSMENT, *PERSONALITY STUDIES, *STRESS VARIABLES, ACADEMIC APTITUDE, ACADEMIC PERFORMANCE, BALTIMORE, COLLEGE STUDENTS, GRADES (SCHOLASTIC), MARYLAND, MINNESOTA MULTIPHASIC PERSONALITY INVENTORY (MMPI), PSYCHOLOGICAL PATTERNS, SCHOLASTIC APTITUDE TEST, STUDENT ADJUSTMENT,

THE PURPOSE OF THIS INVESTIGATION WAS TO ISOLATE PERSONALITY TRAITS THAT ARE RELATED TO ACADEMIC ACHIEVEMENT INDEPENDENT OF CORRELATIONS WITH INTELLECTUAL CAPACITY AS MEASURED BY THE SCHOLASTIC APTITUDE TEST, ACADEMIC RANK AS A HIGH SCHOOL SENIOR, AND TEACHER RECOMMENDATIONS. THIS RESEARCH CENTERED ON THE CAPACITY OF THE INDIVIDUAL COLLEGE FRESHMAN TO FUNCTION IN STRESS SITUATIONS, CONSIDERED TO BE AN IMPORTANT FACTOR IN ACADEMIC ACHIEVEMENT. THE SUBJECTS WERE 351 MALE COLLEGE FRESHMEN. THE PSYCHASTHENIA SCALE OF THE MINNESOTA MULTIPHASIC PERSONALITY INVENTORY (MMPI) AND TWO MEASURES OF THE ACQUIESCENCE RESPONSE SET WERE ADMINISTERED TO ALL SUBJECTS. IN THE OVERALL ANALYSIS GAINED AFTER THE SUBJECTS COMPLETED THEIR FRESHMAN YEAR, CERTAIN RELATIONS BETWEEN THE VARIABLES WERE FOUND TO BE QUITE CONSISTENT. THE CORRELATIONS BETWEEN PSYCHASTHENIA SCORES AND GRADE POINT AVERAGES WERE ALWAYS NEGATIVE. CORRELATIONS BETWEEN ACQUIESCENCE AND GRADE POINT AVERAGES WERE TYPICALLY NEGATIVE, AS WERE THE SIGNIFICANT CORRELATIONS BETWEEN VERBAL APTITUDE AND ACQUIESCENCE. THE ACADEMIC PERFORMANCE OF MOST OF THE SUBJECTS DURING THEIR FRESHMAN YEAR RELATED TO THE PERSONALITY VARIABLES IN THE SAME MANNER THAT THE PERSONALITY VARIABLES RELATED TO PERFORMANCE IN NONSTRESS EXPERIMENTAL STUDIES, AND IS NOT RELATED TO FACTORS INHERENT IN THE ACADEMIC SITUATION. (GD)

ED 003 058 24

MOTIVE AND TRAIT CORRELATES OF PUPIL SCHEMA.
BY- SMITH, LOUIS M. JOHNSON, THOMAS
WASHINGTON UNIV., ST.LOUIS, MO.
REPORT NUMBER CRP-1226 PUB DATE 62
WISCONSIN UNIV., MADISON
EDRS PRICE MF-$0.09 HC-$1.88 47P.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *INDIVIDUAL CHARACTERISTICS, *PERSONALITY ASSESSMENT, *STUDENT BEHAVIOR, *STUDENT NEEDS, COMPARATIVE ANALYSIS, EDUCATIONAL PSYCHOLOGY, MISSOURI, ST. LOUIS, STATISTICAL ANALYSIS, STIMULUS BEHAVIOR, STUDENT EVALUATION, STUDENT MOTIVATION, STUDENT TEACHER RELATIONSHIP,

AN ANALYSIS AND CONCEPTUALIZATION OF THE CLASSROOM, PUPIL PERSONALITY, AND AN EXTENSION OF A STUDY ON PUPIL EXPECTATIONS WERE CONDUCTED IN THIS INVESTIGATION. SAMPLES INCLUDED 425 PUPILS SELECTED FROM ELEMENTARY, JUNIOR HIGH, AND SENIOR HIGH SCHOOLS. MEASURING INSTRUMENTS INCLUDED A QUESTIONNAIRE, STIMULUS PICTURES AS A TEST, AND OTHER MEASURES. THE CONCLUSIONS WERE (1) BOYS' EXPECTATIONS ARE SIGNIFICANTLY RELATED TO ACHIEVEMENT MOTIVES AND TRAITS, (2) AFFILIATION AND POWER MOTIVES AND TRAITS ARE NOT RELATED TO EXPECTATIONS, (3) BOYS' AFFILIATION MOTIVES ARE RELATED TO EXPECTATIONS BUT NOT TRAITS, AND (4) ACHIEVEMENT AND POWER MOTIVES AND TRAITS ARE NOT ACCOUNTABLE FOR VARIANCE IN EXPECTATIONS. (RS)

ED 003 059 24

STUDIES IN GUIDED LEARNING.
BY- COOK, JOHN O. MILLER, HOWARD G.
NORTH CAROLINA UNIV., RALEIGH, N.C. STATE UNIV.
REPORT NUMBER CRP-1242 PUB DATE 63
EDRS PRICE MF-$0.18 HC-$4.84 121P.

DESCRIPTORS- *COLLEGE STUDENTS, *EDUCATIONAL EXPERIMENTS, *LEARNING PROCESSES, *PROMPTING, *SEQUENTIAL LEARNING, ANXIETY, NORTH CAROLINA, RALEIGH, REINFORCEMENT, SEQUENTIAL LEARNING, SERIAL ORDERING, TRANSFER OF TRAINING,

SIX SEPARATE STUDIES, ALL CONCERNED WITH GUIDED TRIALS DURING THE LEARNING PROCESS, WERE REPORTED. SPECIFIC ASPECTS COVERED BY THE RESEARCH INCLUDE--(1) GUIDANCE AND SYMBOLIC LEARNING AND (2) GUIDANCE AND SEQUENTIAL LEARNING. VARYING NUMBERS OF COLLEGE UNDERGRADUATES WERE USED AS SUBJECTS IN THE SIX EXPERIMENTAL PROCEDURES. THESE INCLUDED--(1) PROMPTING AND CONFIRMATION IN PAIRED-ASSOCIATE LEARNING, (2) THE EFFECT OF TEST SCHEDULES UPON LEARNING UNDER CONDITIONS OF GUIDANCE, (3) THE INTERACTING EFFECTS OF GUIDANCE AND ANXIETY UPON LEARNING, (4) THEORETICAL IMPLICATIONS OF RESPONSE ANALYSIS IN PAIRED-ASSOCIATE LEARNING, (5) AMOUNT OF TRANSFER AS A FUNCTION OF TYPE OF GUIDANCE IN SOLVING SERIES-COMPLETION PROBLEMS, AND (6) A GENERALIZED PLAN FOR SERIAL LEARNING. CONCLUSIONS DRAWN FROM THE RESULTS WERE APPLIED TO THE DEVELOPMENT OF A THEORY OF SERIAL LEARNING. (WB)

ED 003 060 24

SAMPLING DISTRIBUTIONS OF ERROR IN MULTIDIMENSIONAL SCALING.
BY- STAKE, ROBERT E. AND OTHERS
NEBRASKA UNIV., LINCOLN

REPORT NUMBER CRP-1253 PUB DATE JUN 62
EDRS PRICE MF-$0.18 HC-$3.12 78P.

DESCRIPTORS- *MATHEMATICAL MODELS, *RESEARCH METHODOLOGY, *STATISTICAL ANALYSIS, *TEST CONSTRUCTION, DATA ANALYSIS, EVALUATION, LINCOLN, MEASUREMENT, NEBRASKA,

AN EMPIRICAL STUDY WAS MADE OF THE ERROR FACTORS IN MULTIDIMENSIONAL SCALING (MDS) TO REFINE THE USE OF MDS FOR MORE EXPERT MANIPULATION OF SCALES USED IN EDUCATIONAL MEASUREMENT. THE PURPOSE OF THE RESEARCH WAS TO GENERATE TABLES OF THE SAMPLING DISTRIBUTIONS THAT ARE NECESSARY FOR DISCRIMINATING BETWEEN ERROR AND NONERROR MDS DIMENSIONS. THE TABLES DEVELOPED WERE USED TO TEST THE HYPOTHESIS THAT A GIVEN MDS FACTOR IS NO GREATER THAN ONE ATTRIBUTABLE TO A COMBINATION OF MEASUREMENT ERRORS. SEVERAL VARIABLES THAT COULD INFLUENCE SAMPLING DISTRIBUTIONS OF ERROR ROOTS WERE CONSIDERED. THIS RESEARCH INVOLVED THE SIMULATION OF JUDGEMENTS OF 15 OBJECTS BY 35 JUDGES ACCORDING TO THE MULTIDIMENSIONAL RANKING PROCEDURE OF KLINGBERG (1941). THE EFFECTS OF THE VARIABLES WERE CONSIDERED BY VARYING THE NUMBER OF JUDGES FROM 20 TO 80 AND BY INDEPENDENTLY VARYING THE NUMBER OF OBJECTS FROM 8 TO 15. COMPUTER PROGRAMS FOR THIS INVESTIGATION WERE BASED ON PROCEDURES OUTLINED BY TORGERSON (1958). THE STUDY LED TO THE CONCLUSIONS THAT (1) ONLY A SINGLE NONERROR DIMENSION COULD BE DESIGNATED WITH STATISTICAL CONFIDENCE, AND (2) ASCERTAINING THE NONERROR DIMENSIONALITY OF THE STRUCTURE COULD NOT BE ACCOMPLISHED WITH THESE STRUCTURE STATISTICS ALONE. (AH)

ED 003 061 24

EVALUATION OF COUNSELING TREATMENTS WITH UNDERACHIEVING HIGH SCHOOL STUDENTS.
BY- BOSDELL, BETTY J.
NORTH DAKOTA UNIV., GRAND FORKS
REPORT NUMBER CRP-1263 PUB DATE 62
CENTRAL HIGH SCHOOL, GRAND FORKS, N. D.
EDRS PRICE MF-$0.27 HC-$6.72 168P.

DESCRIPTORS- *GUIDANCE COUNSELING, *HIGH SCHOOL STUDENTS, *UNDERACHIEVERS, ABILITY GROUPING, ACADEMIC FAILURE, COUNSELING GOALS, GRAND FORKS, GROUP COUNSELING, GUIDANCE SERVICES, NORTH DAKOTA, SMALL GROUP INSTRUCTION, STUDENT ADJUSTMENT,

COUNSELING TREATMENT METHODS WERE EVALUATED TO DETERMINE THEIR EFFECTIVENESS IN IMPROVING ACADEMIC AND PERSONAL ADJUSTMENT OF UNDERACHIEVING HIGH SCHOOL STUDENTS. THE PARTICIPANTS INCLUDED OVER 200 MEASURED UNDERACHIEVERS FROM GRADES 10-12 AND 16 COUNSELORS. THE STUDENTS WERE RANDOMLY ASSIGNED TO ONE OF FIVE TREATMENT CONDITIONS--(1) INDIVIDUAL COUNSELING, (2) GROUP COUNSELING, (3) SMALL GROUP STUDY SKILLS INSTRUCTION, (4) INDIVIDUAL AND GROUP COUNSELING COMBINATION, AND (5) A CONTROL CONDITION OF NO TREATMENT. TO ASSESS CHANGES OCCURRING BY EACH CONDITION, SEVERAL MEASURING INSTRUMENTS WERE USED. AN ANALYSIS OF VARIANCE WAS EMPLOYED TO EVALUATE TREATMENT EFFECTS. SIGNIFICANT DIFFERENCES WERE INDICATED ON THE EFFECTIVENESS OF DIFFERENT TREATMENTS. STUDENTS IN THE INDIVIDUAL COUNSELING AND STUDY SKILLS GROUPS IMPROVED MORE THAN THOSE IN THE OTHER GROUPS IN GRADE POINT AVERAGE AND STUDY HABITS. ON THE CRITERION OF PERSONALITY CHANGE, THERE WERE NO SIGNIFICANT DIFFERENCES BETWEEN TREATMENTS. A NEED FOR HIGH SCHOOL COUNSELORS TO FIT TREATMENTS TO GOALS AND NEEDS OF INDIVIDUAL STUDENTS WAS INDICATED. (RS)

ED 003 062 24

ADMINISTERING A LISTENING COMPREHENSION TEST THROUGH USE OF TEACHER-READERS, SOUND FILM, AND TAPE RECORDINGS.
BY- STODOLA, QUENTIN AND OTHERS
NORTH DAKOTA STATE UNIV., FARGO
REPORT NUMBER CRP-1266 PUB DATE 62
NORTH DAKOTA UNIV., GRAND FORKS
REPORT NUMBER OE-10-020
EDRS PRICE MF-$0.09 HC-$1.68 42P.

DESCRIPTORS- *AUDITORY VISUAL TESTS, *COMPREHENSION DEVELOPMENT, *EFFECTIVE TEACHING, *LISTENING SKILLS, *READING ABILITY, FARGO, FILMS, GRAND FORKS, LISTENING, LISTENING COMPREHENSION TESTS OF THE SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS, NORTH DAKOTA, PUBLIC SCHOOLS, READING LEVELS, TAPE RECORDINGS, TEACHER QUALIFICATIONS, TEACHING QUALITY,

AN EXPERIMENT WAS CONDUCTED IN A TYPICAL SCHOOL SITUATION TO DETERMINE IF VARIATIONS AMONG TEACHER PRESENTATIONS OF LISTENING TESTS (READING ABILITIES) HAVE DIFFERENT EFFECTS ON THE RESULTS OF THESE TESTS. LISTENING TESTS WERE ADMINISTERED TO PUPILS OF THE PUBLIC SCHOOLS IN FARGO, NORTH DAKOTA, AT THE HIGH SCHOOL, JUNIOR HIGH SCHOOL, AND ELEMENTARY SCHOOL LEVELS. AT EACH GRADE LEVEL, A LISTENING COMPREHENSION TEST WAS GIVEN BY FOUR DIFFERENT METHODS TO GROUPS OF FIVE CLASS UNITS TO WHICH PUPILS AND TEACHERS HAD BEEN RANDOMLY ASSIGNED. THE METHODS WERE--(1) THE REGULAR CLASSROOM TEACHER READ THE TEST FOLLOWING THE TEST PUBLISHER'S DIRECTIONS, (2) THE CLASSROOM TEACHER READ THE TEST AFTER RECEIVING SPECIAL TRAINING FOR 2 HOURS, (3) THE CLASSROOM TEACHER GAVE THE TEST USING A PREPARED PROFESSIONAL MOTION PICTURE WITH SOUND, AND (4) THE CLASSROOM TEACHER ADMINISTERED THE TEST USING A PREPARED RECORDING, DUPLICATING THE AUDIO PORTION OF THE MOVIE. MEAN SCORES WERE DETERMINED FOR EACH CLASS UNIT AND SUBJECTED TO ANALYSIS OF VARIANCE. FOR ALL LEVELS AND UNITS, THERE WAS LITTLE EVIDENCE OF PRESENTATION DIFFERENCES CAUSING UNDUE VARIATION IN TEST SCORES. RELATIVE TO METHODS, ONLY AT THE HIGH SCHOOL LEVEL WAS THERE A MAJOR DIFFERENCE IN SCORES. HERE THE MOVIE GROUP SCORED SIGNIFICANTLY HIGHER THAN OTHER GROUPS, INDICATING GREATER PUPIL COMPREHENSION. (JC)

ED 003 063 24

COMPARISON OF TWO AUTOMATED TEACHING PROCEDURES FOR RETARDED CHILDREN.
BY- MALPASS, LESLIE F. AND OTHERS
UNIVERSITY OF SOUTH FLORIDA, TAMPA
REPORT NUMBER CRP-1267 PUB DATE 63
EDRS PRICE MF-$0.18 HC-$4.24 106P.

DESCRIPTORS- *AUTOINSTRUCTIONAL AIDS, *EDUCABLE MENTALLY HANDICAPPED, *PROGRAM EVALUATION, *PROGRAMED INSTRUCTION, *RETARDED CHILDREN, FLORIDA, GATES WORD RECOGNITION TEST, HILLSBOROUGH COUNTY, LANGUAGE ARTS, MENTAL RETARDATION, PINELLAS COUNTY, READING ABILITY, SLOW LEARNERS, SPELLING, STANFORD BINET INTELLIGENCE SCALE, TAMPA, TEACHING MACHINES, WORD RECOGNITION,

A STUDY WAS DESIGNED TO EVALUATE THE USEFULNESS OF AUTOMATED TEACHING PROCEDURES FOR HELPING MENTALLY RETARDED CHILDREN LEARN WORD RECOGNITION, READING, AND SPELLING. THE SUBJECTS FOR THE STUDY (66) WERE DRAWN FROM ESTABLISHED PUBLIC SCHOOL CLASSES FOR THE EDUCABLE MENTALLY RETARDED. SUBJECTS, RANGING IN AGE FROM 8-16 YEARS, WERE MATCHED AND ASSIGNED RANDOMLY TO EITHER AN AUTOMATED TEACHING GROUP OR TO A CONVENTIONAL CLASSROOM GROUP. THREE HYPOTHESES WERE TESTED--(1) THERE WILL BE NO DIFFERENCES BETWEEN AUTOMATED TEACHING AND STANDARD INSTRUCTION FOR TEACHING SELECTED TASKS, (2) EFFECTIVE RETENTION OF SKILLS, TAUGHT THROUGH AUTOMATED MEANS, WILL BE DEMONSTRATED BY POST-LEARNING TASKS, AND (3) NO SIGNIFICANT DIFFERENCES WILL BE FOUND BETWEEN AN AUTOMATED PROCEDURE UTILIZING A MULTIPLE-CHOICE METHOD AND ONE UTILIZING A TYPEWRITER KEYBOARD METHOD. HYPOTHESIS ONE WAS REJECTED IN LIGHT OF SIGNIFICANT SKILL IMPROVEMENT BY SUBJECTS USING BOTH AUTOMATED TEACHING PROCEDURES OVER CONVENTIONAL METHODS. HYPOTHESIS TWO WAS PARTIALLY SUPPORTED. SPELLING IMPROVEMENT WAS RETAINED OVER A RELATIVELY SHORT PERIOD. HYPOTHESIS THREE WAS PARTIALLY SUPPORTED. IN VIEW OF THE FINDINGS, FURTHER RESEARCH CONCERNING AUTOMATED TEACHING WITH THE RETARDED WAS RECOMMENDED. (JC)

ED 003 064 24

THE EFFECTS OF TEACHER-STUDENT SIMILARITY IN AN EDUCATIONAL SKILLS COURSE.
BY- SCHMIDT, LYLE D. FRETZ, BRUCE B.
OHIO STATE UNIV., COLUMBUS, RESEARCH FOUNDATION
REPORT NUMBER CRP-S-217 PUB DATE 30 SEP 65
MARYLAND UNIV., COLLEGE PARK
REPORT NUMBER BR-5-8226
EDRS PRICE MF-$0.18 HC-$2.64 66P.

DESCRIPTORS- *PERSONALITY, *STUDENT CHARACTERISTICS, *STUDENT TEACHER RELATIONSHIP, *TEACHER CHARACTERISTICS, ACHIEVEMENT, COLLEGE FACULTY, COLLEGE PARK, COLLEGE STUDENTS, COLUMBUS, MARYLAND, OHIO, PSYCHOLOGICAL TESTING, SELF CONCEPT, STUDENT IMPROVEMENT,

THE INTERACTION OF TEACHER-STUDENT CHARACTERISTICS AND NEEDS AS RELATED TO STUDENTS' ACHIEVEMENT, IMPROVEMENT, AND SATISFACTION WAS EXPLORED DURING THE REPORTED RESEARCH. THE FOLLOWING HYPOTHESES WERE TESTED--(1) THOSE STUDENTS WHOSE MEASURED CHARACTERISTICS ARE MOST SIMILAR TO THOSE OF THE INSTRUCTOR OBTAIN THE HIGHEST ACHIEVEMENT RATIOS, (2) THOSE STUDENTS WHOSE MEASURED CHARACTERISTICS AGREE MOST NEARLY WITH THOSE OF THE INSTRUCTOR SHOW THE GREATEST AMOUNT OF IMPROVEMENT, AND (3) THOSE STUDENTS WHOSE MEASURED CHARACTERISTICS ARE MOST SIMILAR TO THOSE OF THE INSTRUCTOR REPORT THE HIGHEST DEGREE OF SATISFACTION WITH IMMEDIATE OUTCOMES OF THE COURSE. FIVE SEPARATE INSTRUMENTS PROVIDED DATA ON EIGHT PERSONALITY CHARACTERISTICS OF ALL TEACHERS AND THE STUDENTS ENROLLED IN AN EDUCATIONAL SKILLS COURSE AT OHIO STATE UNIVERSITY. CORRELATIONS BASED ON DATA COLLECTED LED TO THE CONCLUSION THAT STUDENT SATISFACTION AND PERFORMANCE ARE MORE INFLUENCED BY TEACHER CHARACTERISTICS THAN BY TEACHER-STUDENT SIMILARITY OF CHARACTERISTICS. THE GENERAL LACK OF SIGNIFICANCE IN TEACHER-STUDENT SIMILARITY INDICATED THAT THERE IS LITTLE EVIDENCE OF INTERACTION OF STUDENTS AND TEACHERS ALONG MEASURABLE PERSONALITY DIMENSIONS. (WB)

ED 003 065 24

INDICATORS OF DEVELOPMENTAL CHANGE IN LOWER-CLASS CHILDREN.
BY- HUNT, DAVID E.
SYRACUSE UNIV., N.Y.
REPORT NUMBER CRP-S-166 PUB DATE 65
EDRS PRICE MF-$0.27 HC-$5.72 143P.

DESCRIPTORS- *CULTURALLY DISADVANTAGED, *LOWER CLASS STUDENTS, *PERSONALITY ASSESSMENT, *PERSONALITY CHANGE, *PROGRAM DEVELOPMENT, *STUDENT DEVELOPMENT, COMPARATIVE ANALYSIS, COURSE ORGANIZATION, EDUCATIONAL PROGRAMS, HIGH SCHOOL STUDENTS, MIDDLE CLASS, NEW YORK, SYRACUSE,

PERSONALITY VARIATIONS AMONG LOWER-CLASS CHILDREN WERE EXPLORED BY (1) DEVISING AND REFINING THEORY-RELEVANT METHODS OF PERSONALITY MEASUREMENT AND (2) USING THESE METHODS TO INVESTIGATE DEVELOPMENTAL CHANGE AND TO ORGANIZE PROGRAMS OF DIFFERENTIAL EDUCATIONAL TREATMENTS. GROUPS OF SEVERAL HUNDRED STUDENTS FROM A "CULTURALLY DEPRIVED" JUNIOR HIGH SCHOOL IN SYRACUSE, NEW YORK, WERE TWICE ADMINISTERED A BATTERY OF 12 MEASURES DURING 2 CONSECUTIVE YEARS. SUCH VARIABLES AS CONCEPTUAL LEVEL, NEGATIVISM, SOCIAL DESIRABILITY, ANXIETY, AND CURIOSITY WERE MEASURED. COMPARISONS WERE MADE BETWEEN THE FIRST- AND SECOND-YEAR SCORES TO DETERMINE A "CHANGE SCORE" FOR EACH VARIABLE. TEACHER RATING AND IQ MEASURES WERE ADMINISTERED DURING THE SECOND YEAR ONLY. RESULTS OF ALL MEASURES WERE ANALYZED BY ESTABLISHING THE FOLLOWING TEST SCORE GROUPS--(1) INDIVIDUAL TEST GROUPS BY SEX, (2) CLASSROOM GROUPS BY SCHOOL GRADE, AND (3) TEST-RETEST CORRELATION GROUPS. CROSS-VALIDATIONS WERE ACCOMPLISHED AND COMPARISONS MADE WITH MIDDLE-CLASS PEER GROUPS ON ALL CONCEPTUAL LEVEL MEASURES. THE MOST SIGNIFICANT RESULTS OF THE OVERALL PROJECT WERE IN THE AREA OF HOMOGENOUS CLASSROOM GROUPING (NOT ORIGINALLY PLANNED FOR INVESTIGATION), WHILE RESULTS OF THE MAJOR PROJECT AIM, THE DEVELOPMENT OF CHANGE INDICATORS, WERE LESS SIGNIFICANT. IT WAS DETERMINED THAT A MORE INDIVIDUALIZED APPROACH MUST BE TAKEN BEFORE REWARDING RESULTS IN THE AREA OF DEVELOPMENTAL CHANGE CAN BE RECOGNIZED. (RS)

ED 003 066 24

THE ROLE OF SELF-PACING IN LEARNING TO MEMORIZE.
BY- DALLETT, KENT M.
CALIFORNIA UNIV., LOS ANGELES
REPORT NUMBER CRP-S-359 PUB DATE 65
REPORT NUMBER BR-5-8021
EDRS PRICE MF-$0.09 HC-$0.56 14P.

DESCRIPTORS- *LEARNING EXPERIMENTS, *LEARNING PROCESSES, *LEARNING THEORIES, *MEMORIZING, *PACING, *VERBAL LEARNING, CALIFORNIA, HEARING PROCESSES, LOS ANGELES,

TWO GROUPS OF SUBJECTS, DESIGNATED PACED AND UNPACED, WERE USED TO DETERMINE WHETHER SELF-PACING IS ADVANTAGEOUS OR NECESSARY IN THE DEVELOPMENT OF EFFICIENT TECHNIQUES OF MEMORIZING. EACH GROUP LEARNED 8 LISTS OF 25 WORDS EACH, 2 LISTS PER SESSION. AT THE FIFTH SESSION, THE PACED GROUP LEARNED TWO ADDITIONAL LISTS UNDER SELF-PACED CONDITIONS. DURING THE SAME SESSION THEY WERE TESTED WITH A 50-WORD LIST UNDER PACED CONDITIONS. THE UNPACED GROUP LEARNED TWO ADDITIONAL LISTS UNDER PACED CONDITIONS, AND WERE TESTED WITH A 50-WORD LIST UNDER UNPACED CONDITIONS. THE RESULTS SHOWED

THAT (1) BOTH GROUPS IMPROVED WITH PRACTICE, (2) THE GROUPS DID NOT DIFFER IN TOTAL LEARNING TIME, AND (3) THE GROUPS DID NOT DIFFER IN RECALL. THE RESULTS LEAD TO THE CONCLUSIONS THAT (1) MNEMONIC TECHNIQUES APPARENTLY ARE NOT EASILY TAUGHT OR CHANGED BY THE METHODS USED, (2) PACED AND UNPACED LEARNING ARE EQUALLY EFFECTIVE, AND (3) PACED AND UNPACED LEARNING LEAD TO COMPARABLE 48-HOUR RETENTION. (AW)

ED 003 067 24

THE POLITICAL SOCIALIZATION PROCESS--THE CASE OF SECONDARY SCHOOL STUDENTS IN JAMAICA.
BY- LANGTON, KENNETH P.
OREGON UNIV., EUGENE
REPORT NUMBER CRP-S-015 PUB DATE JUN 65
EDRS PRICE MF-$0.45 HC-$11.16 279P.

DESCRIPTORS- *BEHAVIOR PATTERNS, *BEHAVIORAL SCIENCE RESEARCH, *FAMILY ATTITUDES, *FAMILY CHARACTERISTICS, *HIGH SCHOOL STUDENTS, *POLITICAL SCIENCE, *SOCIOLOGY, ATTITUDES, EUGENE, FAMILY BACKGROUND, JAMAICA, OREGON, QUESTIONNAIRES, SOCIAL AGENCIES,

INQUIRY INTO THE PROCESS, AS MEDIATED THROUGH VARIOUS SOCIAL AGENCIES, BY WHICH AN INDIVIDUAL ACQUIRES POLITICALLY RELEVANT ATTITUDINAL DISPOSITIONS AND BEHAVIOR PATTERNS WAS THE PROBLEM OF THE STUDY. THE HYPOTHESIS WAS THAT FAMILY STRUCTURE WOULD HAVE A DIFFERENT EFFECT UPON THE SOCIALIZATION OF THESE ATTITUDES. DATA REGARDING THE SOCIALIZATION PROCESS WERE COLLECTED THROUGH THE USE OF A QUESTIONNAIRE ADMINISTERED TO A MULTISTAGE RANDOM SAMPLE OF 1,287 JAMAICAN SECONDARY SCHOOL STUDENTS DURING THE WINTER AND EARLY SPRING OF 1964. ADDITIONAL DATA WERE EXTRACTED FROM GOVERNMENT DOCUMENTS, CENSUS REPORTS, REPORTS AND OBSERVATIONS BY SCHOLARS, AND PERSONAL OBSERVATIONS. MAJOR COMPARISONS WERE ACROSS FAMILY TYPES, GROUPS, SCHOOLS, AND CLASSES. THE HYPOTHESIS CONCERNING THE EFFECTS OF FAMILY STRUCTURE WAS GENERALLY CONFIRMED. THE PATTERN REMAINED WHEN A CONTROL FOR SOCIAL CLASS WAS INTRODUCED. ONLY THE EFFICACY DIMENSION WAS FOUND TO BE ESSENTIALLY A WORKING CLASS PHENOMENON. IN THIS CASE, THE MORE EFFICACIOUS MIDDLE - AND UPPER-CLASS POLITICAL CULTURE APPEARED TO COUNTERACT THE EFFECTS OF FAMILY STRUCTURE. WITHIN THE MATERNAL FAMILY A PREDICTED PATTERN DEVELOPED IN WHICH FATHER ABSENCE AND MATERNAL DOMINATION WERE SHOWN TO HAVE AN IMPORTANT IMPACT UPON THE AUTHORITARIAN ATTITUDES AND POLITICAL INTEREST OF MALE STUDENTS WHILE HAVING LITTLE EFFECT ON FEMALES. (HB)

ED 003 068 24

THE STUDENT AND THE COLLEGE COMMUNITY--A STUDY OF ATTRITION AND PERSISTENCE IN A HIGHLY SELECTIVE LIBERAL ARTS COLLEGE.
BY- NEWMAN, MARY ALICE
CHICAGO UNIV.
REPORT NUMBER CRP-S-130 PUB DATE 65
REPORT NUMBER BR-5-8231
EDRS PRICE MF-$0.27 HC-$6.00 150P.

DESCRIPTORS- *COLLEGE STUDENTS, *DROPOUT RESEARCH, *EDUCATIONAL POLICY, *GUIDANCE COUNSELING, *SURVEYS, CHICAGO, DROPOUT PREVENTION, DROPOUTS, ILLINOIS, INDIVIDUAL CHARACTERISTICS, INTERVIEWS, QUESTIONNAIRES,

THE OBJECTIVES OF THE STUDY WERE (1) TO DETERMINE THE INCIDENCE OF DROPOUT IN A GIVEN COLLEGE CLASS, (2) TO DESCRIBE THE PERSONAL CHARACTERISTICS OF DROPOUTS (OBTAINED FROM INTERVIEWS), (3) TO DETERMINE THE KINDS AND CAUSES OF DROPOUTS, AND (4) TO MAKE RECOMMENDATIONS FOR EDUCATIONAL POLICY AND STUDENT SERVICES. SIXTY DROPOUTS AND A COMPARABLE NUMBER OF GRADUATES WERE INTERVIEWED IN 1963 AND 1964. EVIDENCE INDICATED THAT DROPOUT IS NOT RELATED SO MUCH TO LACK OF ABILITY AS TO PERSONAL VALUES AND CHARACTERISTICS. IT IS ALSO CONCLUDED THAT THE OFFERINGS OF THE INSTITUTION AND THE COMPATIBILITY OF THE STUDENTS' GOALS AND VALUES WITH THE INSTITUTION'S AIMS WERE IMPORTANT DETERMINERS OF THE DROPOUT RATE. (JK)

ED 003 069 24

QUESTION TYPES, PATTERNS, AND SEQUENCES USED BY ART TEACHERS IN THE CLASSROOM.
BY- CLEMENTS, ROBERT DONALD BEITTEL, KENNETH R.
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
REPORT NUMBER CRP-S-161 PUB DATE 64
EDRS PRICE MF-$0.09 HC-$0.84 21P.

DESCRIPTORS- *ART EDUCATION, *CLASSROOM TECHNIQUES, *EDUCATIONAL EXPERIMENTS, *QUESTIONING TECHNIQUES, AGE DIFFERENCES, ART ACTIVITIES, CLASSROOM PARTICIPATION, COLLEGE INSTRUCTION, EFFECTIVE TEACHING, GRADE 1, GRADE 7, PENNSYLVANIA, UNIVERSITY PARK,

THIS INVESTIGATION WAS CONCERNED WITH THE QUESTIONING TECHNIQUES OF ART TEACHERS AT THE FIRST-GRADE, SEVENTH-GRADE, AND COLLEGE INSTRUCTIONAL LEVELS. THESE THREE LEVELS WERE CHOSEN IN ORDER TO DETERMINE THE MAXIMUM EFFECTS OF STUDENT AGE ON TEACHER QUESTIONING. TWENTY TEACHERS, EACH AVERAGING ABOUT 7 YEARS OF EXPERIENCE, PARTICIPATED IN THE EXPERIMENT. THE TEACHERS WERE NOT AWARE OF THE TRUE PURPOSE OF THE STUDY, SINCE SUCH KNOWLEDGE WOULD HAVE INCREASED THE NUMBER OF QUESTIONS ASKED. TWO REPRESENTATIVE LESSONS WITH DIFFERENT CLASSES WERE TAPE-RECORDED 2 WEEKS APART. TYPES OF QUESTIONS WERE THEN CLASSIFIED FOR ANALYSIS. RESULTS SHOWED--(1) DISTINCT QUESTIONING PATTERNS AT EACH INSTRUCTIONAL LEVEL WERE APPARENT, (2) A MEAN OF ABOUT 60 QUESTIONS WAS ASKED PER 50-MINUTE PERIOD, (3) THERE WAS A SIMILARITY BETWEEN A TEACHER'S TWO LESSONS (GREATER AT THE SEVENTH-GRADE AND COLLEGE LEVELS), (4) THERE WAS SOME INTERLEVEL TEACHER QUESTIONING SIMILARITY, (5) QUESTIONS WERE MOST OFTEN PRECEDED AND FOLLOWED BY A QUESTION OF THE SAME TYPE OR BY NOTHING, (6) SOME QUESTION TYPES CLEARLY RECEIVED LONGER ANSWERS THAN OTHERS, (7) TEACHERS RARELY PAUSED TO GIVE THE STUDENT A CHANCE TO THINK ABOUT ANSWERING, (8) FIVE PERCENT OF THE ANSWERS WERE INTERRUPTED BY THE TEACHER (COLLEGE TEACHERS INTERRUPTED MOST FREQUENTLY), AND (9) OVER HALF THE QUESTIONS RECEIVED ANSWERS OF 1-SECOND DURATION OR LESS. FURTHER EXPERIMENTATION IN THIS AREA WAS RECOMMENDED TO SEE WHETHER OTHER TYPES OF QUESTIONING COULD RESULT IN MORE EFFECTIVE WORKING BEHAVIOR. (WB)

ED 003 070 24

A STUDY OF DELIBERATE INSTRUCTION WITHIN FAMILY UNITS.
BY- HAGSTROM, WARREN O.
WISCONSIN UNIV., MADISON
REPORT NUMBER CRP-S-184 PUB DATE JUN 65
EDRS PRICE MF-$0.18 HC-$3.16 79P.

DESCRIPTORS- *FAMILY INFLUENCE, *PARENT ROLE, INSTRUCTION, LEARNING PROCESSES, MADISON, MOTOR SKILLS, WISCONSIN,

THIS IS AN ANECDOTAL STUDY BASED UPON PUBLISHED WORKS OF BIOGRAPHERS, HISTORIANS, AND ETHNOGRAPHERS PLUS UNCONTROLLED AND UNSTRUCTURED INTERVIEWS AND REMINISCENCES OF PEOPLE WHO REPORTED EXPERIENCES IN TRYING TO TEACH MEMBERS OF THEIR FAMILIES. THE STUDY WAS ENTIRELY EXPLORATORY AND DEVOTED TO THE DEVELOPMENT OF HYPOTHESES ABOUT THE CONDITIONS UNDER WHICH FAMILY MEMBERS CAN INSTRUCT ONE ANOTHER IN COMPLEX SKILLS. ONE SUCH HYPOTHESIS DEVELOPED WAS THAT INSTRUCTION IN THE FAMILY IS LIKELY TO GENERATE INTERPERSONAL STRAINS. SEVERAL EXPERIMENTAL HYPOTHESES WERE GENERATED WHICH MAY EVENTUALLY BE PUT TO EMPIRICAL TEST. (JK)

ED 003 071 24

EFFECTS OF COMPETITION AND ANXIETY UPON THE SUCCESS OF CHILDREN IN ELEMENTARY SCHOOL.
BY- JONES, J. CHARLES COBES, CATHY J.
BUCKNELL UNIV., LEWISBURG, PA.
REPORT NUMBER CRP-S-295
REPORT NUMBER BR-5-8161
EDRS PRICE MF-$0.09 HC-$1.88 47P.

DESCRIPTORS- *ANXIETY, *ELEMENTARY SCHOOL STUDENTS, *PEER GROUPS, *STUDENT MOTIVATION, *TASK PERFORMANCE, ASPIRATION, LEWISBURG, PENNSYLVANIA, PSYCHOMOTOR SKILLS, SOCIAL INFLUENCES, STUDENT ADJUSTMENT, TAYLOR MANIFEST ANXIETY SCALE,

THE CHILDREN'S FORM OF THE TAYLOR MANIFEST ANXIETY TEST WAS USED TO DIVIDE FIFTH-GRADE MALE STUDENTS INTO HIGH AND LOW ANXIETY GROUPS IN ORDER TO COMPARE THE EFFECTS OF ANXIETY AND COMPETITION UPON PERFORMANCE. A 2-WAY ANALYSIS OF VARIANCE WAS USED (120 SUBJECTS) TO DETERMINE THE EFFECT OF THE PRESENCE OF PEERS UPON THE PERFORMANCE OF MEMBERS OF THE 2 ANXIETY LEVELS. SUBJECTS GENERALLY PERFORMED BETTER IN THE PRESENCE OF PEERS, AND ANXIETY DID NOT HAVE A SIGNIFICANT EFFECT IN LOWERING PERFORMANCE. THE AUTHORS STATE THAT THE FINDINGS ARE AT VARIANCE WITH MOST PREVIOUS RESEARCH. (JK)

ED 003 072 24

A PILOT STUDY IN NEW THEATRICAL TECHNIQUES FOR THE EDUCATIONAL THEATER.
BY- GOODMAN, HENRY KESSLER, JASCHA
CALIFORNIA UNIV., LOS ANGELES
REPORT NUMBER CRP-S-341 PUB DATE 65
EDRS PRICE MF-$0.09 HC-$0.92 23P.

DESCRIPTORS- *ART EXPRESSION, *CREATIVE ART, *DRAMA WORKSHOPS, *EXPERIMENTAL PROGRAMS, *THEATER ARTS, CALIFORNIA, EXPERIMENTAL PROGRAMS, LOS ANGELES, PRODUCTION TECHNIQUES, PROGRAM DEVELOPMENT,

TWO PLAYS WERE STAGED FOR THE PURPOSE OF DEMONSTRATING THE FEASIBILITY OF AN INTERDISCIPLINARY APPROACH TO AN EXPERIMENTAL THEATER PROGRAM. EXISTING PLANT AND STAFF RESOURCES OF THE UNIVERSITY OF CALIFORNIA AT LOS ANGELES, AS WELL AS PROFESSIONAL ARTISTS, WERE USED IN THE PRODUCTION. A PROFESSIONAL ARTIST AND AN ELECTRONIC SOUND SPECIALIST WERE ENGAGED FOR THE CREATION OF VISUAL AND AUDITORY IMAGES WHICH WOULD INCLUDE A PHYSICAL RESPONSE FROM THE AUDIENCE. THE LARGE AUDIENCE ATTENDANCE TESTIFIED TO THE INTEREST EXISTING IN A CERTAIN PUBLIC FOR UNTRIED AND EXPERIMENTAL MATERIALS IN THE THEATER. THE IMPLICATIONS ARISING FROM THE PROJECT WERE--(1) EXPERIMENTATION IN THE PERFORMING ARTS SHOULD BE CONDUCTED IN SUCH INSTITUTIONS AS THE UNIVERSITY WHERE EMPHASIS IS ON RESEARCH AND DISCOVERY, AND (2) LONG-TERM INSTITUTIONAL GRANTS (SIMILAR TO SCIENTIFIC GRANTS) MAY BE NECESSARY TO MAKE INTERDISCIPLINARY EXPERIMENTATION A REAL POSSIBILITY. (AW)

ED 003 073 24

LIBRARY SYSTEMS ANALYSIS.
BY- TAYLOR, ROBERT S. HIEBER, CAROLINE E.
LEHIGH UNIV., BETHLEHEM, PA., CTR. INFOR. SCIENCES
REPORT NUMBER CRP-S-235 PUB DATE 8 SEP 65
REPORT NUMBER 3
CONTRACT OEC-5-10-235
EDRS PRICE MF-$0.18 HC-$3.44 86P. MANUAL FOR THE ANALYSIS OF LIBRARY SYSTEMS, RPT. 3

DESCRIPTORS- *AUTOMATION, *LIBRARIES, *LIBRARY SERVICES, *SYSTEMS ANALYSIS, BETHLEHEM, INTEGRATED PROCEDURES CONTROL (IPC), LIBRARY SYSTEMS ANALYSIS (LISA), PENNSYLVANIA,

STEPS THAT THE LIBRARY CAN TAKE IN PREPARING FOR A CHANGE TO AN AUTOMATED SYSTEM WERE INVESTIGATED. THE METHOD DESCRIBED WAS BASED ON AN ANALYSIS OF CLERICAL AND OFFICE WORK CALLED INTEGRATED PROCEDURES OF CONTROL (IPC). THE APPLICATION OF LIBRARY SYSTEMS ANALYSIS (LISA) TO THE LEHIGH UNIVERSITY LIBRARY IS DESCRIBED. THIS PROCESS INVOLVED (1) DEVELOPING A GENERALIZED REPRESENTATION OF THE LIBRARY, (2) DEVELOPING AN EFFECTIVE MODEL OF THE LIBRARY, (3) DEVISING A STANDARD METHOD FOR COLLECTING DATA, (4) ASSIGNING CLASSIFICATIONS AND CODES FOR THE COLLECTED DATA, (5) REDUCING THE DATA TO PUNCHED CARDS, AND (6) DETERMINING WAYS OF EVALUATING THE PUNCHED CARD MODEL. THE INVESTIGATORS CONCLUDED THAT LISA SHOULD BE APPLICABLE TO MOST MEDIUM-SIZED ACADEMIC AND RESEARCH LIBRARIES. (WB)

ED 003 074 24

THE INFLUENCE OF VERBAL STATEMENTS UPON THE PERFORMANCE OF MENTALLY RETARDED CHILDREN.
BY- MYERS, RICHARD K. STEVENS, GODFREY D.
PITTSBURGH UNIV., PA.
REPORT NUMBER CRP-S-162 PUB DATE 65
BEAVER COUNTY PUBLIC SCHOOLS, PA.
EDRS PRICE MF-$0.27 HC-$6.92 173P.

DESCRIPTORS- *ANXIETY, *DISCUSSION (TEACHING TECHNIQUE), *EDUCABLE MENTALLY HANDICAPPED, *PERFORMANCE FACTORS, *VERBAL COMMUNICATION, BEAVER, EDUCATIONAL EXPERIMENTS, INSTRUCTIONAL IMPROVEMENT, MEASUREMENT INSTRUMENTS, PENNSYLVANIA, PITTSBURGH, TASK PERFORMANCE, TEACHING METHODS,

THE INFLUENCE OF PERFORMANCE EXPECTATIONS VERBALLY EXPRESSED BY AN AUTHORITY FIGURE AND THE MANIFEST ANXIETY OF THE SUBJECT ON SIMPLE AND COMPLEX LEARNING TASKS WAS STUDIED IN RELATION TO MENTALLY RETARDED CHILDREN. THE HYPOTHESES TESTED WERE THAT THERE WILL BE NO DIFFERENCE IN PERFORMANCE ON THE EXPERIMENTAL TASKS AS A FUNCTION OF THE (1) VERBAL STATEMENTS OF PERFORMANCE EXPECTATIONS, (2) MANIFEST ANXIETY LEVEL OF THE SUBJECT, (3) SEX OF THE SUBJECT, (4) COMPLEXITY

OF THE TASKS, AND (5) INTERACTIONS OF THE VARIABLES. SUBJECTS WERE RANDOMLY ASSIGNED TO 12 EXPERIMENTAL GROUPS WHICH WERE TESTED USING TASKS REPRESENTING DIFFERENT TYPES OF LEARNING AND DEGREES OF DIFFICULTY. THE CONCLUSIONS REACHED WERE (1) THAT EFFECTS OF THE VERBALLY EXPRESSED EXPECTATIONS ON THE PERFORMANCE OF THE RETARDED CHILD ON EXPERIMENTAL TASKS MAY HAVE BEEN RELATED TO THE SEX OF THE CHILD, AND (2) THAT MEAGER EVIDENCE WAS FOUND TO SUGGEST THAT ANXIETY LEVEL MAY ALSO BE A RELATED FACTOR. FURTHER INVESTIGATIONS OF THE VARIABLES EMPLOYING IMPROVED DESIGNS AND PROCEDURES WERE ENCOURAGED. (AL)

ED 003 075

24
THE PSYCHOLOGICAL DIMENSIONS OF WORK, AN EXPERIMENTAL TAXONOMY OF OCCUPATIONS.
BY- WALTHER, REGIS H.
GEORGE WASH. UNIV., WASH., D.C.,CTR.BEHAVIOR.SCI.
REPORT NUMBER CRP-S-037 PUB DATE DEC 64
CONTRACT OEC-4-10-139
EDRS PRICE MF-$0.27 HC-$5.16 129P.

DESCRIPTORS- *BEHAVIOR THEORIES, *OCCUPATIONAL INFORMATION, *TAXONOMY, *VALUES, *WORK EXPERIENCE, COUNSELORS, DISTRICT OF COLUMBIA, JOB ANALYSIS, JOB ANALYSIS AND INTEREST MEASUREMENT (JAIM), LITERATURE SEARCH, OCCUPATIONAL CHOICE, OCCUPATIONAL COUNSELING, OCCUPATIONAL REWARDS, OCCUPATIONS, PSYCHOLOGICAL STUDIES, TEST CONSTRUCTION, VOCATIONAL COUNSELING,

AN ATTEMPT WAS MADE TO DEVELOP A TAXONOMY OF OCCUPATIONS FOR VOCATIONAL COUNSELORS. A REVIEW WAS MADE OF THE PROFESSIONAL RESEARCH LITERATURE RELATING TO OCCUPATIONAL AND PSYCHOLOGICAL VARIABLES POTENTIALLY USEFUL TO A TAXONOMY. EFFORTS WERE MADE TO RECONCILE THE FINDINGS WITH DATA OBTAINED PREVIOUSLY THROUGH THE JOB ANALYSIS AND INTEREST MEASUREMENT (JAIM) INVENTORY. BASED ON LOGICAL AND STATISTICAL ANALYSIS OF THE DATA, AN EXPERIMENTAL TAXONOMY WAS CONSTRUCTED WHICH INCLUDED THREE MAJOR ELEMENTS - BEHAVIORAL STYLES, WORK PREFERENCES, AND VALUES. THE TAXONOMY WAS APPLIED EXPERIMENTALLY TO SAMPLES OF POLICEMEN, SOCIAL WORKERS, AND JUVENILE COURT JUDGES. IN GENERAL, PREDICTIONS MADE REGARDING BEHAVIORAL STYLES, WORK PREFERENCES, AND VALUES WERE CONFIRMED. THE INVESTIGATOR RECOMMENDS FURTHER RESEARCH AND DEVELOPMENT, AND FURTHER DESIGN AND CONDUCT OF EXPERIMENTS TO TEST THE CONSTRUCT VALIDITY OF THE VARIOUS SCALES OF THE JAIM. HE ALSO SUGGESTS THAT SOME IMPORTANT VARIABLES MAY NOT BE MEASURED BY THE JAIM. (JC)

ED 003 076

24
A COMPARISON OF THE EMPIRICAL VALIDITY OF SIX TESTS OF ABILITY WITH EDUCABLE MENTAL RETARDATES.
BY- MUELLER, MAX W.
GEORGE PEABODY COLL. FOR TEACHERS, NASHVILLE,TENN.
REPORT NUMBER CRP-S-059 PUB DATE AUG 65
CONTRACT OEC-4-10-199
EDRS PRICE MF-$0.27 HC-$5.56 139P.

DESCRIPTORS- *COMPARATIVE ANALYSIS, *DIAGNOSTIC TESTS (EDUCATION), *EDUCABLE MENTALLY HANDICAPPED, *MEASUREMENT INSTRUMENTS, *TEST VALIDITY, ACHIEVEMENT TESTS, COLOURED PROGRESSIVE MATRICES (CPM), ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES (ITPA), INTELLIGENCE TESTS, NASHVILLE, PEABODY PICTURE VOCABULARY TEST (PPVT), PICTORIAL TEST OF INTELLIGENCE (PTI), PREDICTIVE ABILITY (TESTING), PRIMARY MENTAL ABILITIES TEST (PMAT), STANFORD BINET INTELLIGENCE SCALE, TENNESSEE,

AN INVESTIGATION OF THE VALIDITY OF INTELLIGENCE AND OTHER TESTS USED IN THE DIAGNOSIS OF RETARDED CHILDREN WAS PERFORMED. EXPERIMENTAL SAMPLES CONSISTED OF 101 CHILDREN SELECTED FROM SPECIAL CLASSES FOR EDUCABLE MENTALLY RETARDED (EMR) WHOSE AGES RANGED FROM 6.9 TO 10 YEARS AND WHOSE IQ SCORES RANGED FROM 50 TO 80. THE TESTS EVALUATED WERE (1) STANFORD-BINET, (2) ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES (ITPA), (3) PEABODY PICTURE VOCABULARY TEST (PPVT), (4) PICTORIAL TEST OF INTELLIGENCE (PTI), (5) COLOURED PROGRESSIVE MATRICES (CPM), AND (6) PRIMARY MENTAL ABILITIES TEST (PMAT). THESE TESTS WERE ADMINISTERED TO THE GROUP WITH VARIOUS LEARNING ABILITY TASKS. A STATISTICAL ANALYSIS SHOWED THAT THE PMAT, STANFORD-BINET, PTI, AND THE ITPA WERE VALID, WHILE THE OTHER TWO WERE LESS VALID. THE USE OF A COMBINATION OF ONE GROUP TEST AND ONE INDIVIDUAL TEST WAS ALSO SUPPORTED BY THESE RESULTS, AND THE CPM AND THE PPVT ARE NOT ADEQUATE SUBSTITUTES FOR MORE COMPREHENSIVE INSTRUMENTS THAT PREDICT LEARNING ABILITY AT AN EARLY AGE. (RS)

ED 003 077

24
INTERACTING EFFECTS OF VARYING STEP-SIZE AND FEEDBACK IN PROGRAMED INSTRUCTION.
BY- GORDON, JOHN M., JR.
MICHIGAN ST. UNIV., EAST LANSING
REPORT NUMBER CRP-S-066 PUB DATE 65
EDRS PRICE MF-$0.27 HC-$5.84 146P.

DESCRIPTORS- *ACHIEVEMENT, *EDUCATIONAL RESEARCH, *PROGRAMED INSTRUCTION, EAST LANSING, ELEMENTARY SCHOOL STUDENTS, EVALUATION, FEEDBACK, INSTRUCTIONAL INTERACTION, MICHIGAN, SCIENCE COURSES, SEQUENTIAL LEARNING,

THE FOLLOWING HYPOTHESES WERE TESTED DURING THIS STUDY--(1) PROVIDING KNOWLEDGE OF CORRECT RESPONSE DOES NOT INCREASE THE EFFECTIVENESS OF SMALL STEP-SIZE PROGRAMS FOR STUDENTS AT ALL ACHIEVEMENT LEVELS, (2) PROVIDING KNOWLEDGE OF CORRECT RESPONSE DOES INCREASE THE EFFECTIVENESS OF MODERATE STEP-SIZE PROGRAMS AT ALL ACHIEVEMENT LEVELS, AND (3) PROVIDING MODERATELY DIFFICULT FRAMES WITH KNOWLEDGE OF CORRECT RESPONSE WILL BE MORE EFFECTIVE THAN ANY OTHER COMBINATION OF STEP-SIZE AND FEEDBACK FOR ALL ACHIEVEMENT LEVELS. ABOUT 400 SEVENTH-GRADE SCIENCE STUDENTS WERE ASSIGNED TO TAKE A SELECTED PORTION OF A PUBLISHED PROGRAM COVERING STATIC ELECTRICITY AND VOLTAIC CELLS. THREE VARIATIONS OF THE PROGRAM WERE DEVELOPED UTILIZING DIFFERENT STEP-SIZES. RESULTS WERE EQUIVOCAL. (HB)

ED 003 078

24
DEVELOPMENT AND VALIDATION OF DESCRIPTIVE SCALE FOR MEASUREMENT OF ART PRODUCTS.
BY- ROUSE, MARY J.
INDIANA UNIV., BLOOMINGTON
REPORT NUMBER CRP-S-077 PUB DATE 65
CONTRACT OEC-4-10-227
EDRS PRICE MF-$0.09 HC-$1.88 47P.

DESCRIPTORS- *ART PRODUCTS, *CREATIVITY RESEARCH, *MEASUREMENT INSTRUMENTS, *MEASUREMENT TECHNIQUES, *RATING

SCALES, BLOOMINGTON, CREATIVE ART, INDIANA,

IDENTIFICATION AND DEFINITION OF TRAITS AND CHARACTERISTICS USUALLY PRESENT IN MOST KINDS OF ART PRODUCTS WERE ATTEMPTED DURING THE REPORTED RESEARCH. THE STUDY SOUGHT TO COMBINE THE IDENTIFIED AND DEFINED CRITERIA INTO A USABLE SCALE AND TO TRAIN JUDGES (GRADUATE ART EDUCATION MAJORS) IN THE USE OF SUCH A SCALE. PAINTINGS, DRAWINGS, AND CONSTRUCTIONS WERE COLLECTED FROM ELEMENTARY SCHOOL CHILDREN, JUNIOR AND SENIOR HIGH SCHOOL STUDENTS, AND UNIVERSITY-LEVEL NONART AND ART EDUCATION MAJORS. SAMPLES WERE DRAWN FROM THIS POOL IN RANDOM FASHION FOR USE IN THE STUDY. THESE ART PRODUCTS WERE JUDGED ON THE BASIS OF A PROVISIONAL SCALE SELECTED FROM RESULTS OF A SURVEY OF EXPERTS IN THE FIELDS OF ART, ART EDUCATION, AND ART CRITICISM. A REFINED SCALE WAS DEVELOPED AS A RESULT OF A STATISTICAL ANALYSIS BY WHICH IT SHOULD BE POSSIBLE TO MEASURE THE QUALITY OF ART PRODUCTS. (WB)

ED 003 079 24

CREATIVE THINKING IN ART STUDENTS, THE PROCESS OF DISCOVERY.
BY- GETZELS, JACOB W. CSIKSZENTMIHALYI, MIHALY
CHICAGO UNIV.
REPORT NUMBER CRP-S-080 PUB DATE 65
EDRS PRICE MF-$0.18 HC-$4.52 113P.

DESCRIPTORS- *CREATIVE ART, *CREATIVITY RESEARCH, *DISCOVERY PROCESSES, *PROBLEM SOLVING, BEHAVIOR PATTERNS, CHICAGO, COGNITIVE PROCESSES, CREATIVE EXPRESSION, CREATIVITY, ILLINOIS, PERCEPTION, PERSONALITY,

A SYSTEMATIC EXPLORATION OF THE COGNITIVE PROCESSES INVOLVED IN THE PRODUCTION OF A DRAWING WAS CONDUCTED. A SITUATION WAS DESIGNED IN WHICH A SAMPLE GROUP OF ABOUT 30 ARTISTS COULD BE OBSERVED AT WORK. BEHAVIOR WAS RECORDED AND THE PROGRESS OF THEIR WORK PHOTOGRAPHED. OF THE BEHAVIORS OBSERVED, SIX WERE TAKEN TO REFLECT RELEVANT STAGES IN THE FORMULATION AND SOLUTION OF DISCOVERED PROBLEMS. THESE PROCESS VARIABLES INCLUDED--(1) MANIPULATION OF OBJECTS, (2) SELECTION OF UNUSUAL OBJECTS, (3) EXPLORATORY BEHAVIOR, (4) OPENNESS OF PROBLEM STRUCTURE, (5) DISCOVERY-ORIENTED BEHAVIOR, AND (6) CHANGES IN PROBLEM STRUCTURE AND CONTENT. ON THE BASIS OF FINDINGS, THE INVESTIGATORS CONCLUDED THAT THE IDENTIFICATION OF SOME OF THE ELEMENTS IN THE PROCESS OF DISCOVERY IN PROBLEM-SOLVING SHOULD FACILITATE THE COMPARATIVE STUDY OF ACTUAL CREATIVE PROCESSES ACROSS VARIOUS FIELDS OF ENDEAVOR. (WB)

ED 003 080 24

INFLUENCE OF SPECIAL PROGRAMS ON THE DEVELOPMENT OF MENTAL AGE AND READING.
BY- ROBBINS, MELVYN P.
CHICAGO UNIV.
REPORT NUMBER CRP-S-349 PUB DATE 65
BRITISH COLUMBIA UNIVERSITY, VANCOUVER, CANADA
EDRS PRICE MF-$0.18 HC-$2.48 62P.

DESCRIPTORS- *PROGRAM EVALUATION, *READING DEVELOPMENT, *RETARDED CHILDREN, *RETARDED READERS, *TEACHING METHODS, CANADA, CHICAGO, DELACATO'S NEUROLOGICAL ORGANIZATIONAL THEORY, ILLINOIS, NEUROLOGICALLY HANDICAPPED, READING PROGRAMS, VANCOUVER,

THE PURPOSE OF THIS STUDY WAS TO MEASURE THE EFFECTS ON THE INTELLECTUAL, MATHEMATICAL, AND READING DEVELOPMENT OF RETARDED READERS RESULTING FROM TWO PROGRAMS--(1) A PROGRAM BASED ON DELACATO'S NEUROLOGICAL THEORY THAT AN INDIVIDUAL'S PERFORMANCE ABILITIES (SUCH AS READING) ARE FUNCTIONALLY RELATED TO HIS ANATOMICAL PROGRESS, AND (2) A NONSPECIFIC PROGRAM INTENDED TO INDUCE THE HAWTHORNE EFFECT. THREE GROUPS, OF APPROXIMATELY 30 CHILDREN EACH, PARTICIPATED IN THE STUDY. IN ADDITION TO THEIR REGULAR READING, MEMBERS OF THE EXPERIMENTAL GROUP WERE GIVEN SPECIAL ACTIVITIES INTENDED TO ENHANCE NEUROLOGICAL ORGANIZATION AND CONSEQUENTLY TO ELIMINATE READING DIFFICULTIES. A PROGRAM OF VARIED ACTIVITIES WAS ADDED TO THE READING PROGRAM OF THE SECOND GROUP, WHILE THE CONTROL GROUP CONTINUED THE REGULAR READING PROGRAM. RESULTS OF THE STUDY DID NOT SUPPORT THE CONTENTION THAT THE ADDITION OF ACTIVITIES INTENDED TO PROMOTE NEUROLOGICAL DEVELOPMENT WOULD ENHANCE READING DEVELOPMENT, AND DID NOT SUPPORT THE CONTENTION THAT READING CAN BE USED AS A CLINICAL INDEX OF THE QUALITY OF NEUROLOGICAL ORGANIZATION, WHICH WAS MEASURED IN THIS STUDY BY CREEPING AND LATERALITY. IN ADDITION, NO EVIDENCE OF OPERATION OF THE HAWTHORNE EFFECT WAS FOUND. NEITHER THE EXPERIMENTAL PROGRAM NOR THE NONSPECIFIC PROGRAM PRODUCED ANY IMPROVEMENT IN READING, MATHEMATICS OR INTELLIGENCE. (AL)

ED 003 081 24

DEVELOPMENT OF READING AND ENGLISH LANGUAGE MATERIALS FOR GRADES 7-9 IN DEPRESSED URBAN AREAS.
BY- SMILEY, MARJORIE B.
CITY UNIV. OF NEW YORK, HUNTER COLLEGE
REPORT NUMBER CRP-H-022 PUB DATE OCT 65
CONTRACT SAE-OE-3-10-015
EDRS PRICE MF-$0.09 HC-$1.96 49P.

DESCRIPTORS- *DISADVANTAGED ENVIRONMENT, *ENGLISH CURRICULUM, *INSTRUCTIONAL MATERIALS, *JUNIOR HIGH SCHOOLS, *TEACHING GUIDES, DISADVANTAGED YOUTH, ENGLISH INSTRUCTION, EVALUATION, GATEWAY ENGLISH, NEW GRAMMAR, NEW YORK, NEW YORK CITY, PROJECT ENGLISH,

ENGLISH CURRICULUM MATERIALS (GATEWAY ENGLISH) DEVELOPED FOR USE WITH SEVENTH-GRADE DISADVANTAGED STUDENTS WERE INFORMALLY EVALUATED. THE EXPERIMENTAL MATERIALS INCLUDED (1) TEACHING MANUALS, (2) DAILY LESSON PLANS, AND (3) PROJECT ENGLISH MATERIALS SELECTED TO PROMOTE DEVELOPMENT OF SPEAKING, LISTENING, AND VIEWING HABITS. MATERIALS WERE DESIGNED FOR USE WITH STUDENTS WHO AVERAGED 1 TO 1 1/2 YEARS BELOW NATIONAL OR REGIONAL ENGLISH AND READING NORMS. THE MATERIALS WERE USED BY TEACHERS IN 12 NEW YORK CITY JUNIOR HIGH SCHOOLS WHICH SERVICED THE DISADVANTAGED. REACTIONS TO THE MATERIALS WERE SOLICITED FROM PARENTS, TEACHERS, PUPILS, AND LANGUAGE ARTS CONSULTANTS. PUPIL REACTIONS WERE ALSO OBSERVED. PARENT REACTIONS WERE TOO FRAGMENTARY TO PERMIT FIRM CONCLUSIONS. GENERALLY FAVORABLE REACTIONS WERE EXPRESSED BY THE TEACHERS OF THE DISADVANTAGED PUPILS AND THE STUDENTS IN THE CLASSES. HUMAN RELATIONS THEMES INTRODUCED BY THE MATERIALS WERE OBSERVED TO BE USEFUL FOR IMPROVING CLASSROOM INTERPERSONAL BEHAVIOR. FINDINGS WERE USED TO DETERMINE REQUIREMENTS FOR REVISION AND SUBSEQUENT DEVELOPMENT OF EIGHTH- AND NINTH-GRADE MATERIALS. (WN)

ED 003 082 24

TELEVISION AS AN INSTRUMENT FOR THE CONTINUING EDUCATION OF SPANISH-SPEAKING FAMILIES.
BY- SCHENKKAN, R.F. MILLARD, W.J., JR.
TEXAS UNIV., AUSTIN
REPORT NUMBER CRP-S-243 PUB DATE 65
CONTRACT OEC-5-10-280
EDRS PRICE MF-$0.27 HC-$5.40 135P.

DESCRIPTORS- *BEHAVIOR, *BILINGUAL STUDENTS, *MEDIA RESEARCH, *SPANISH, *TELEVISED INSTRUCTION, ASPIRATION, AUSTIN, EDUCATIONAL RESEARCH, HIGH SCHOOL STUDENTS, RADIO, SAN ANTONIO, SOCIOECONOMIC STATUS, STUDENT OPINION, STUDENT TEACHER RELATIONSHIP, TELEVISION, TEXAS,

THE MAJOR PURPOSE OF THIS RESEARCH WAS TO INVESTIGATE MEDIA BEHAVIOR OF A SPANISH-SPEAKING POPULATION SAMPLE, WITH PARTICULAR REFERENCE TO TELEVISION AND RADIO, AND IN THIS CONNECTION TO STUDY THE CHARACTERISTICS OF SPANISH-SPEAKING AUDIENCES AT LOWER ECONOMIC LEVELS. THIS WAS DONE TO APPRAISE THE POSSIBLE USE OF RADIO AND TELEVISION FOR REACHING SUCH FAMILIES WITH PROGRAMS DESIGNED TO SATISFY THEIR NEEDS. PERSONAL INTERVIEWS WERE CARRIED OUT, IN A RANDOMLY SELECTED SAMPLE OF SPANISH-SPEAKING HOMES, FOR COMPARATIVE PURPOSES IN NEIGHBORHOODS WHERE ENGLISH WAS THE NATIVE TONGUE AND WHERE THE SOCIOECONOMIC STATUS WAS HIGHER. QUESTIONNAIRES WERE ALSO FILLED OUT BY A SAMPLE OF SPANISH-SPEAKING, NINTH-GRADE STUDENTS IN POOR NEIGHBORHOODS, AND BY STUDENTS IN THE SAME GRADE FROM MIDDLE- AND UPPER-CLASS SCHOOLS. OVER 650 RESPONDENTS, BOTH ENGLISH- AND SPANISH-SPEAKING, WERE INVOLVED. FINDINGS WERE REPORTED ON THE FOLLOWING--(1) TELEVISION AND RADIO LISTENING HABITS, (2) NEWSPAPER AND MAGAZINE READERSHIP, (3) "MOVIEGOING," (4) SPANISH-USAGE IN THE HOME, (5) COMPARATIVE ATTITUDES TOWARD SCHOOL AND TEACHERS, AND (6) WORLD OUTLOOK. DETAILED FINDINGS WERE PRESENTED WHICH INDICATED MANY SUBAUDIENCES. FEW BROAD GENERALIZATIONS WERE MADE. (JC)

ED 003 083 24

A FILMED DEMONSTRATION OF THE TEACHING OF SHINICHI SUZUKI WITH AMERICAN PRESCHOOL AND GRADE SCHOOL CHILDREN AND THEIR MOTHERS AS SUBJECTS.
BY- ROLLAND, PAUL
ILLINOIS UNIV., URBANA
REPORT NUMBER CRP-S-382 PUB DATE 65
EDRS PRICE MF-$0.09 HC-$1.92 48P.

DESCRIPTORS- *FILMS, *INSTRUCTIONAL INNOVATION, *MUSIC EDUCATION, *TEACHING METHODS, EFFECTIVE TEACHING, ELEMENTARY SCHOOL STUDENTS, ILLINOIS, MUSIC TECHNIQUES, PARENT ROLE, PRESCHOOL CHILDREN, SUZUKI METHOD, TALENT EDUCATION MOVEMENT, TEACHING TECHNIQUES, URBANA, WORKSHOPS,

THE DEVELOPMENT OF A FILMED DEMONSTRATION OF THE SUZUKI METHOD OF TEACHING VIOLIN TO THE YOUNG CHILD WAS DESCRIBED. THE PURPOSE OF THIS FILM WAS TO SHOW HOW THIS PROGRAM MIGHT BE APPLIED TO AMERICAN STRING INSTRUMENT INSTRUCTION. IT WAS PRIMARILY DIRECTED TO THE STRING INSTRUMENT TEACHER OR AN INDIVIDUAL INTERESTED IN BECOMING A TEACHER OF THE SUZUKI TECHNIQUES. THE REPORT INCLUDED A DESCRIPTION OF SHINICHI SUZUKI'S TALENT EDUCATION MOVEMENT IN JAPAN AND THE TECHNIQUE HE DEVELOPED. A SYNOPSIS OF THE FILM WAS GIVEN WHICH EMPHASIZED PARTICULAR ASPECTS OF THE METHOD--A LISTENING PROGRAM, ROLE OF THE MOTHER, BOWING, MOBILITY AND FLEXIBILITY WHILE PLAYING, AND THE "GAMES" APPROACH FOR MASTERING TECHNIQUES. THIS SYNOPSIS WAS USED AS THE BASIS FOR A FILM SEQUENCE WHICH LISTED THE ACTION PHOTOGRAPHED FOR EACH EPISODE. THE FILM WAS CREATED AT THE 5-DAY SUZUKI WORKSHOP SPONSORED BY SOUTHERN ILLINOIS UNIVERSITY FOR APPROXIMATELY 50 CHILDREN. THE UNIVERSITY OF ILLINOIS FILM SERVICE PRODUCED THE FILM WHICH IS A 30-MINUTE COLOR PRODUCTION WITH NARRATION. A BRIEF SEQUENCE BORROWED FROM THE HITACHI COMPANY OF JAPAN IS USED AS AN INTRODUCTORY SCENE. (WB)

ED 003 084 40

A PILOT STUDY OF THE EFFECTIVENESS OF ESTABLISHING AND UTILIZING COMMUNITY LEARNING-STATIONS FOR EDUCABLE MENTALLY RETARDED YOUTH.
BY- HUDSON, MARGARET
SANTA CRUZ CITY SCHOOLS, CALIF.
REPORT NUMBER BR-5-0966 PUB DATE SEP 65
GRANT OEG-32-14-0000-1023
EDRS PRICE MF-$0.36 HC-$9.12 228P.

DESCRIPTORS- *COMMUNITY PROGRAMS, *EDUCABLE MENTALLY HANDICAPPED, *METHODS RESEARCH, *TEACHING PROCEDURES, *WORK EXPERIENCE PROGRAMS, CALIFORNIA, COMMUNITY SUPPORT, CURRICULUM GUIDES, DISADVANTAGED YOUTH, INSTRUCTIONAL TRIPS, LEARNING ACTIVITIES, PROGRAM GUIDES, SANTA CRUZ,

THIS STUDY PROVIDED INFORMATION ON PROCEDURES AND METHODS FOR ESTABLISHING LEARNING STATIONS TO PROVIDE THE MENTALLY RETARDED WITH WORK-EXPERIENCE ACTIVITIES. SUBJECTS WERE 14 STUDENTS, AGE RANGE 16.2 TO 19 YEARS, WITH IQ SCORES OF 50 TO 79. PUBLIC AND PRIVATE FACILITIES WERE USED AS LEARNING STATIONS. THE SUBJECTS PARTICIPATED IN COURSE CURRICULUMS DESIGNED TO DEVELOP CERTAIN SKILLS AND VISITED THE LEARNING STATIONS FOR PRACTICAL EXPERIENCE. TAPE RECORDERS WERE USED TO COMPILE DATA AT THE STATIONS. A REVIEW OF THE DATA REVEALED THAT THESE PROCEDURES COULD ALSO BE USED IN OTHER AREAS OF EDUCATIONAL DISADVANTAGEMENT. (RS)

ED 003 085 40

TEACHING OF INTONATION AND INFLECTIONS TO THE DEAF.
BY- DOLANDSKY, LADISLAV AND OTHERS
NORTHEASTERN UNIVERSITY, BOSTON, MASS.
REPORT NUMBER BR-5-1852 PUB DATE 65
REPORT NUMBER CRP-S-281
EDRS PRICE MF-$0.09 HC-$1.72 43P.

DESCRIPTORS- *AURAL LEARNING, *DEAF CHILDREN, *DEAF EDUCATION, *DEAF RESEARCH, *SPEECH INSTRUCTION, AURALLY HANDICAPPED, BOSTON, MASSACHUSETTS, SCHOOL FOR THE DEAF,

RESEARCH WAS CONDUCTED IN THE DEVELOPMENT AND TESTING OF A SELF-MONITORING METHOD OF TEACHING PROPER INTONATION AND INFLECTION PATTERNS TO THE DEAF. THIS TEACHING METHOD INCLUDED USE OF A VISUAL DISPLAY WHICH IS BASED ON PITCH INFORMATION DERIVED FROM A LIVE SPEECH SIGNAL. FOUR PROFOUNDLY DEAF CHILDREN WERE THE SUBJECTS FOR THE EXPERIMENT. A SPEECH EXTRACTOR (OSCILLOGRAPH) WAS USED TO VISUALLY DISPLAY VOICE SOUNDS PRODUCED BY THE INSTRUCTOR AND SUBJECTS. INSTRUCTION IN VOWEL SOUNDS WAS AIDED BY HAVING EACH SUBJECT TOUCH THE INSTRUCTOR'S THROAT WHILE AT THE SAME

TIME TOUCHING HIS OWN. IN ADDITION, DIAPHRAGMATIC BREATHING AND BETTER SITTING POSTURE WERE INTRODUCED. SOME OF THE CONCLUSIONS REACHED WERE--(1) THE CONCEPT OF TEACHING PITCH VARIATION OR PITCH INFLECTION TO DEAF INDIVIDUALS USING A SELF-MONITORING DEVICE SUCH AS THE PITCH EXTRACTOR IS POSSIBLE, (2) VOLUME AND DURATION ARE THE MOST SIGNIFICANT FACTORS IN THE PRODUCTION OF THE VISUAL DISPLAY, (3) KNOWLEDGE OF THE SUBJECT APPEARS TO BE IMPORTANT FOR SUCCESSFUL PERFORMANCE, AND (4) ATTENTION AND INTEREST SPANS ARE IMPORTANT VARIABLES TO BE CONSIDERED IN THE TEACHING PROCESS. FURTHER RESEARCH WAS RECOMMENDED WITH RESPECT TO INCREASING THE NUMBER OF LESSONS, USING DEAF CHILDREN WITH ABOVE AVERAGE IQ, AND PERFECTING THE EQUIPMENT AND TECHNIQUES. (AW)

ED 003 086 40

EVALUATION OF MOTOR PLANNING TECHNIQUES FOR THE TREATMENT OF STUTTERING.
BY- FRICK, JAMES V.
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
REPORT NUMBER BR-5-0975 PUB DATE 65
GRANT OEG-32-48-0720-5003
EDRS PRICE MF-$0.18 HC-$3.80 95P.

DESCRIPTORS- *COLLEGE STUDENTS, *PSYCHOMOTOR SKILLS, *SPEECH THERAPY, *STUTTERING, PENNSYLVANIA, SPEECH HANDICAPS, SPEECH IMPROVEMENT, UNIVERSITY PARK,

THERAPY PROCEDURES BASED ON MOTOR PLANNING TECHNIQUES WERE DEVELOPED FOR THE TREATMENT OF YOUNG ADULT STUTTERERS. THE SUBJECTS FOR THIS STUDY WERE 24 MALE UNIVERSITY STUDENTS RECEIVING THERAPY FOR STUTTERING. USING RATINGS OF THE SEVERITY OF THEIR OVERT STUTTERING, THE INVESTIGATOR DIVIDED THE SUBJECTS INTO AN EXPERIMENTAL GROUP AND A CONTROL GROUP. SUBJECTS IN THE EXPERIMENTAL GROUP WERE TRAINED IN THE USE OF MOTOR PLANNING TECHNIQUES IN ADDITION TO RECEIVING CONVENTIONAL THERAPY. SUBJECTS IN THE CONTROL GROUP RECEIVED ONLY CONVENTIONAL THERAPY. TAPE RECORDINGS WERE MADE DURING PERIODS OF SPONTANEOUS SPEECH BY THE SUBJECTS AND WHILE THEY READ ALOUD AT THE BEGINNING, MIDDLE, AND END OF THE STUDY. SUBJECTS ALSO COMPLETED THE "STUTTERER'S SELF-RATINGS OF REACTIONS TO SPEECH SITUATIONS" AT EACH OF THESE THREE POINTS IN THE STUDY. AT THE END OF THE STUDY, THREE DOCTORAL CANDIDATES USED A MODIFIED VERSION OF THE "IOWA SCALE FOR RATING SEVERITY OF STUTTERING" TO RATE THE SEVERITY OF RESPONSES ON THE TAPE RECORDINGS. THE RATINGS WERE COMPARED WITH THE SCORES OBTAINED ON THE SELF-RATING INVENTORY. CONCLUSIONS OF THE STUDY INDICATED THAT--(1) A GROUP OF SUBJECTS TRAINED TO USE MOTOR PLANNING TECHNIQUES IN ADDITION TO RECEIVING CONVENTIONAL THERAPY DID SHOW A GREATER REDUCTION IN THE SEVERITY OF THEIR STUTTERING THAN A GROUP OF STUTTERERS WHO RECEIVED ONLY CONVENTIONAL THERAPY, (2) THE MOTOR PLANNING TECHNIQUES DEVELOPED FOR USE IN THIS STUDY CAN BE USED TO HELP YOUNG ADULT STUTTERERS FORM, CONSTRUCT, AND EVOLVE MOTOR PLANS DESPITE THE PRESENCE OF ANTICIPATION-ANXIETY. THEREFORE, THESE TECHNIQUES WERE FELT TO CONSTITUTE A SET OF THERAPY PROCEDURES USEFUL TO PROFESSIONAL WORKERS. THE INVESTIGATOR CAUTIONED THAT THESE CONCLUSIONS SHOULD BE REGARDED AS TENTATIVE IN VIEW OF THE SMALL SAMPLE OF SUBJECTS AND THE LACK OF SIGNIFICANT BETWEEN-GROUP DIFFERENCES. (WB)

ED 003 087 40

THE EFFECT OF INSTITUTIONAL LIVING ON THE VALUES OF MENTALLY HANDICAPPED, DELINQUENT, ADOLESCENT BOYS.
BY- LEMA, DAVID E.
SYRACUSE UNIV., N.Y., RESEARCH INSTITUTE
REPORT NUMBER BR-5-8117 PUB DATE 65
CONTRACT OEC-5-10-400
EDRS PRICE MF-$.45 HC-$11.52 288P.

DESCRIPTORS- *ADOLESCENTS, *DELINQUENT BEHAVIOR, *EDUCABLE MENTALLY HANDICAPPED, *INSTITUTIONAL ENVIRONMENT, *VALUES, COMPARATIVE ANALYSIS, CORRECTIVE INSTITUTIONS, MALES, NEGRO YOUTH, NEW YORK, SOCIAL VALUES, SYRACUSE,

THE SOCIAL INTERACTION IN AN INSTITUTION WAS STUDIED TO DETERMINE ITS INFLUENCE ON VALUE-BELIEF PREFERENCES OF MEMBERS OF A SPECIFIC GROUP. A SAMPLE OF ABOUT 58 MENTALLY HANDICAPPED, DELINQUENT BOYS RANGING IN AGE FROM 12 TO 16 YEARS WAS SELECTED. THE SELECTION WAS BASED ON TIME-IN-RESIDENCE, INTELLIGENCE SCORES, ETIOLOGICAL CLASSIFICATION, AND SOCIOECONOMIC LEVEL. GROUPINGS WERE MADE FOR ANALYSIS AS A TOTAL SAMPLE, BY INSTITUTION, RACE, AGE, AND TIME-IN-RESIDENCE. THE INSTRUMENTS USED TO MEASURE VALUE-BELIEFS WERE THE PERSONAL AND IMPERSONAL VALUES, ETHICAL, MORAL, AND SOCIAL (VEMS). RESULTS DERIVED FROM ANALYSES AND COMPARISONS SHOWED THAT NO SIGNIFICANT DIFFERENCES WERE FOUND IN THE VALUE-BELIEFS OF THE SUBJECTS RELATED TO TIME-IN-RESIDENCE. THE EVIDENCE ALSO SUGGESTED THAT LITTLE EMPHASIS IS PLACED ON TEACHING VALUES IN THE INSTITUTIONS. THE INVESTIGATOR SUGGESTED THAT RESEARCH IS NEEDED TO GENERALIZE ON SPECIFIC ASPECTS OF THE INSTITUTIONAL ENVIRONMENT. (RS)

ED 003 088 40

REINFORCING EFFECTS OF DIFFERENTIAL CONTINGENCIES ON VERBAL LEARNING IN EDUCABLE MENTALLY RETARDED CHILDREN.
BY- MATTSON, ROBERT H. SAGE, DANIEL D.
OREGON UNIV., EUGENE
REPORT NUMBER BR-5-0960 PUB DATE 65
GRANT OEG-32-47-0230-1008
EDRS PRICE MF-$0.18 HC-$4.76 119P.

DESCRIPTORS- *EDUCABLE MENTALLY HANDICAPPED, *ELEMENTARY SCHOOL STUDENTS, *EVALUATION METHODS, *EXPERIMENTAL PROGRAMS, *REINFORCEMENT, *VERBAL LEARNING, BEGINNING READING, EUGENE, OREGON, REWARDS,

THE REINFORCING EFFECTS OF DIFFERENT ENVIRONMENTAL CONTINGENCIES, IN WHICH A VERBAL LEARNING TASK WAS PRESENTED, WERE TESTED. THE LEARNING TASK INVOLVED A SIMULATION OF THE PROCESS BY WHICH THE PUPIL APPROACHES BEGINNING READING THROUGH THE ACQUISITION OF A BASIC SIGHT VOCABULARY. THE CRITERION FOR MEASURING DIFFERENTIAL EFFECT WAS ESTABLISHED AS THE NUMBER OF VISUAL SYMBOLS AND SPOKEN WORDS CORRECTLY ASSOCIATED ON A RECALL AND RECOGNITION TEST ADMINISTERED AT THE END OF EACH LEARNING SESSION. FIVE DIFFERENT CONTINGENCIES WERE ESTABLISHED AND ADMINISTERED TO APPROXIMATELY 100 SUBJECTS. THE FINDING OF GREATEST RELEVANCE TO RESEARCH ON DIFFERENTIAL REINFORCEMENT WAS THE ABSENCE OF STATISTICALLY SIGNIFICANT DIFFERENCES ACROSS THE REINFORCEMENT CONTINGENCIES. (GD)

ED 003 089 40

STUDY II--EFFECTS OF EXPERIMENTAL TEACHING ON THE VISUAL BEHAVIOR OF CHILDREN EDUCATED AS THOUGH THEY HAD NO VISION.
BY- ASHCROFT, SAMUEL C. AND OTHERS
GEORGE PEABODY COLL. FOR TEACHERS, NASHVILLE,TENN.
REPORT NUMBER BR-5-0973 PUB DATE 65
GRANT OEG-32-52-0120-1034
EDRS PRICE MF-$0.09 HC-$1.48 37P.

DESCRIPTORS- *BLIND CHILDREN, ARKANSAS, EXPERIMENTAL PROGRAMS, ILLINOIS, KENTUCKY, NASHVILLE, SPECIAL EDUCATION, SPECIAL PROGRAMS, TENNESSEE, TEXAS, VIRGINIA, VISUAL DISCRIMINATION, VISUALLY HANDICAPPED,

THE SPECIFIC OBJECTIVES OF THE STUDY WERE TO CONFIRM (1) THAT A SHORT PERIOD OF EXPERIMENTAL TEACHING ENHANCES THE VISUAL BEHAVIOR OF PARTIALLY SIGHTED CHILDREN TO THE EXTENT THAT THERE ARE SIGNIFICANT INCREASES IN VISUAL DISCRIMINATION TEST SCORES AND (2) THAT THERE IS A SIGNIFICANT INCREASE IN RECORDED NEAR-VISION ACUITY OF EXPERIMENTAL SUBJECTS AS DETERMINED BY AN OPHTHALMOLOGIST. THIS WAS A REPETITION OF AN EARLIER EXPERIMENT. EXPERIMENTAL GROUPS WERE CONSTITUTED AT SCHOOLS FOR THE BLIND IN KENTUCKY, TENNESSEE, AND VIRGINIA. CONTROL GROUPS WERE CONSTITUTED IN ARKANSAS, ILLINOIS, AND TEXAS. TEACHERS WERE GIVEN LESSON PLANS AND OTHER MATERIALS, AND WERE INSTRUCTED IN THE USE OF THESE MATERIALS. SIGNIFICANT GAINS IN VISUAL FUNCTIONING AS MEASURED BY THE VISUAL DISCRIMINATION TEST RESULTED FROM THIS STUDY. THUS, POSITIVE FINDINGS OF THE PREVIOUS STUDY WERE CONFIRMED. (LP)

ED 003 090 08

ADULT TEACHERS AND THEIR STUDENTS, A STUDY OF EXPECTATIONS, GOALS, AND BEHAVIOR OF TEACHERS AND STUDENTS PARTICIPATING IN "HIGHER ADULT EDUCATION".
BY- LENNARD, HENRY L. AND OTHERS
NEW SCHOOL FOR SOCIAL RESEARCH, NEW YORK, N.Y.
REPORT NUMBER BR-5-0072
GRANT OEG-1738
EDRS PRICE MF-$0.45 HC-$11.80 295P.

DESCRIPTORS- *ADULT EDUCATION PROGRAMS, *ADULT STUDENTS, *COURSES, *ROLE CONFLICTS, *SURVEYS, *TEACHERS, ASPIRATION, INTERVIEWS, MOTIVATION, NEW YORK, NEW YORK CITY, OBJECTIVES, PERFORMANCE,

ADULT EDUCATION PARTICIPANTS AND TEACHERS WERE STUDIED IN RELATION TO THEIR ROLES IN AN ADULT EDUCATION SYSTEM. THE STUDY OBJECTIVES WERE TO (1) COMPARE TEACHERS' AND STUDENTS' EXPECTATIONS AND GOALS TO IDENTIFY THE DEGREE OF SIMILARITY AND DISSIMILARITY IN THEIR ROLE CONCEPTIONS AND SOURCES OF STRAIN, (2) ASSESS THE EFFECT OF STUDENTS' AND TEACHERS' SOCIAL CHARACTERISTICS AND MOTIVATIONS FOR PARTICIPATION UPON THEIR REACTION TO THE ADULT EDUCATIONAL EXPERIENCE, (3) RELATE EXPECTATIONS AND GOALS TO PATTERNS OF PARTICIPATION, (4) STUDY CHANGES IN GOALS AND ORIENTATIONS TOWARD ADULT EDUCATION DURING THE COURSE OF A SEMESTER AND TO LEARN WHAT FACTORS INFLUENCE SUCH CHANGES, AND (5) COMPARE OBJECTIVES AND EXPECTATIONS FOR STUDENTS WHO DO NOT MAINTAIN CONTINUOUS PARTICIPATION WITH THOSE WHO DO. THE STUDY WAS CONDUCTED IN FOUR INSTITUTIONS OFFERING ADULT EDUCATION PROGRAMS CHARACTERIZED AS "HIGHER" OR "UNIVERSITY TYPE" ADULT EDUCATION. SURVEY QUESTIONNAIRES WERE ADMINISTERED TO 170 TEACHERS AND 531 ADULT STUDENTS. THE DATA GATHERED INCLUDED INTENSIVE, QUALITATIVE INTERVIEWS WITH MORE THAN 60 TEACHERS AND STUDENTS. AREAS IN WHICH CONCLUSIONS ARE GIVEN INCLUDE (1) THE NATURE OF THE STUDENTS' PARTICIPATION AND COMMITMENT, (2) CLARIFICATION OF STUDENT ROLES IN ADULT EDUCATION, (3) POLARITY OF STUDENT MOTIVES AND GOALS, (4) ABSENCE OF PROFESSIONAL CENTERS FOR TEACHER DISCUSSION. AND (5) ADULT EDUCATION AS AN AVENUE FOR EDUCATIONAL INNOVATION AND EXPERIMENTATION. (HB)

ED 003 091 08

AN 8-WEEK SUMMER INSTITUTE TRAINING PROGRAM TO RETRAIN OFFICE EDUCATION TEACHERS FOR TEACHING BUSINESS ELECTRONIC DATA PROCESSING.
BY- WATSON, NORMAN E.
ORANGE COAST COLL., COSTA MESA, CALIF.
REPORT NUMBER ERD-271-65 PUB DATE 65
REPORT NUMBER BR-5-0041
CONTRACT OEC-5-85-096
EDRS PRICE MF-$0.09 HC-$2.20 55P.

DESCRIPTORS- *COMPUTERS, *DATA PROCESSING, *INSERVICE TEACHER EDUCATION, *INSTITUTE TYPE COURSES, *PROGRAM EVALUATION, CALIFORNIA, COSTA MESA, ELECTRONIC EQUIPMENT, QUESTIONNAIRES,

THE CONDUCT OF AN 8-WEEK INSTITUTE IN DATA PROCESSING FOR BUSINESS AND MATHEMATICS TEACHERS WAS THE PURPOSE OF THE PROJECT. THE PROJECT OBJECTIVES WERE (1) TO RETRAIN TEACHERS WITH A MINIMUM OF 3 YEARS, TEACHING OR WORK EXPERIENCE IN BUSINESS OR OFFICE OCCUPATION AREAS FOR TEACHING DATA PROCESSING, (2) TO ASSIST WITH THE DEVELOPMENT OF KNOWLEDGE AND SKILLS ESSENTIAL FOR TEACHING SPECIALIZED COURSES IN CURRICULUMS DESIGNED TO PREPARE COMPUTER PROGRAMERS AND/OR APPLICATION ANALYSTS, (3) TO FURTHER DEVELOP SUGGESTED COURSE MATERIAL INCLUDING COURSE CONTENT, REFERENCES, VISUAL AND OTHER INSTRUCTIONAL AIDS SUITABLE FOR USE AS PATTERNS AND GUIDELINES FOR FUTURE PROGRAMS, AND (4) TO DETERMINE HOW EFFECTIVELY THE ABOVE OBJECTIVES HAD BEEN ACCOMPLISHED IN THE VIEW OF THE PARTICIPANTS OF THE 1963, 1964, AND 1965 INSTITUTES. THIRTY-THREE PARTICIPANTS WERE OFFERED TWO PROGRAMS. TWENTY-FOUR PARTICIPANTS ATTENDED THE FIRST-YEAR PROGRAM AND NINE THE SECOND-YEAR PROGRAM. ALL PARTICIPANTS COMPLETED THE PROGRAMS. A QUESTIONNAIRE WAS MAILED TO PARTICIPANTS WITH A 55-PERCENT RETURN. RESULTS INDICATED THAT--(1) 13 OF THE 37 RESPONDENTS HAD TAUGHT AT LEAST 1 COURSE BEFORE ATTENDING THE INSTITUTE, (2) 34 TAUGHT COURSES IN DATA PROCESSING AFTER ATTENDING AT LEAST 1 INSTITUTE, AND 3 DID NOT, (3) HANDOUT MATERIALS WERE MOST HELPFUL, (4) THE MATHEMATICAL TRAINING WAS LEAST HELPFUL, (5) 31 OF THE 37 RESPONDENTS EITHER RETURNED TO THE SECOND-YEAR INSTITUTE OR STATED THEY WOULD LIKE TO, (6) 21 OF THE RESPONDENTS TAUGHT COURSES IN 2-YEAR PROGRAMS, AND 5 ARE WORKING AT INSTITUTIONS DEVELOPING 2-YEAR CURRICULUMS, AND (7) MOST OF THE RESPONDENTS HAD ASSOCIATES IN DATA PROCESSING AT THEIR INSTITUTIONS, BUT 8 INDICATED THEY WERE THE ONLY TEACHERS. (HB)

ED 003 092 08

A PILOT STUDY IN ADVANCED INSTRUMENTATION FOR TECHNICAL INSTRUCTORS.
BY- LARSON, MILTON E. O'NEILL, JOHN J.
RUTGERS, THE STATE UNIV., NEW BRUNSWICK, N.J.

REPORT NUMBER ERD-050-65 PUB DATE 31 AUG 65
REPORT NUMBER BR-5-0062
CONTRACT OEC-5-85-032
EDRS PRICE MF-$0.09 HC-$2.00 50P.

DESCRIPTORS- *INSERVICE TEACHER EDUCATION, *INSTITUTE TYPE COURSES, *INSTRUMENTATION, *SUMMER WORKSHOPS, INSERVICE PROGRAMS, INSERVICE TEACHING, NEW BRUNSWICK, NEW JERSEY,

A 2-WEEK SUMMER INSTITUTE TO PROVIDE INSERVICE TEACHERS WITH CURRENT INFORMATION ON THE PRACTICES AND CONCEPTS OF INDUSTRIAL INSTRUMENTATION WAS CONDUCTED AT RUTGERS UNIVERSITY. THE CURRICULUM WAS FOCUSED ON POST-HIGH SCHOOL, 2-YEAR INSTITUTIONAL NEEDS, WITH ADAPTATIONS DRAWN FOR THE HIGH SCHOOL LEVEL. A LEARNING EVALUATION OF PARTICIPATING TEACHER-STUDENTS WAS ACHIEVED BY USE OF DATA ON PERFORMANCE TEST SCORES, OBSERVATIONS, AND REACTIONS OF STUDENTS TO THE INSTITUTE. CONCLUSIONS BASED ON THESE DATA INDICATED THE NEED FOR AN INCREASE IN INSTRUMENTATION INSTRUCTION AND THE DIFFICULTIES IN ACQUIRING COMPETENT INSTRUCTORS. ONE OF THE SOLUTIONS TO THE NEED FOR INSTRUCTOR COMPETENCE APPEARED TO BE THE PROVISION OF FUNDAMENTAL INFORMATION AND LABORATORY EXPERIENCE TO INSTRUCTORS ALREADY KNOWLEDGEABLE IN SUCH FIELDS AS ELECTRONICS, HEATING, REFRIGERATION, AND AIR-CONDITIONING. IMPLICATIONS OF THE PROJECT SUGGESTED THAT SUCH INSTRUCTIONAL MATERIALS AS CURRICULUM GUIDES, COURSE OUTLINES, AND INFORMATION AND JOB SHEETS COULD BE DEVELOPED AS PART OF INSTITUTE EXPERIENCE. CONTINUANCE OF THE INSTITUTE DURING THE FOLLOWING SUMMER WAS RECOMMENDED. (WB)

ED 003 093 D8

PROGRAM FOR TECHNICAL COMMUNICATIONS TRAINING INSTITUTE FOR TECHNICAL EDUCATION TEACHERS, SUMMARY REPORT.
BY- WEISMAN, HERMAN H.
COLORADO STATE UNIV., FT. COLLINS
REPORT NUMBER ERD-096 PUB DATE 65
REPORT NUMBER BR-5-0093
CONTRACT OE-5-85-082
EDRS PRICE MF-$0.18 HC-$3.24 81P.

DESCRIPTORS- *COMMUNICATIONS, *INSERVICE TEACHER EDUCATION, *INSTITUTE TYPE COURSES, *TEACHER WORKSHOPS, *VOCATIONAL EDUCATION, COLORADO, COMMUNICATION SKILLS, CURRICULUM DEVELOPMENT, EDUCATIONAL PROGRAMS, FORT COLLINS,

A 2-WEEK TECHNICAL COMMUNICATIONS TRAINING PROGRAM WAS HELD TO PROVIDE INSTRUCTION AND GUIDANCE TO APPROXIMATELY 40 TEACHERS OF VOCATIONAL AND TECHNICAL ARTS. DURING THE THIRD WEEK, THE PARTICIPANTS ATTENDED THE ANNUAL INSTITUTE IN TECHNICAL AND INDUSTRIAL COMMUNICATIONS. THE COMPLETE PROGRAM PROVIDED FIVE UNIVERSITY CREDIT HOURS. INCLUDED IN THE SCHEDULE WERE CURRICULAR STUDY AND DEVELOPMENT, EFFECTIVE PRACTICES IN TECHNICAL COMMUNICATIONS, AND GUIDELINES FOR DEVELOPING COURSE MATERIALS. IT WAS CONCLUDED FROM PARTICIPANT COMMENTS, LETTERS, AND EVALUATIONS THAT THE PROGRAM MET ITS OBJECTIVES. A RECOMMENDATION WAS MADE THAT THE PROGRAM BE CONTINUED AND ENLARGED. (JC)

ED 003 094 D8

VOCATIONAL TRAINING FOR LIBRARY TECHNICIANS, A SURVEY OF EXPERIENCE TO DATE.
BY- MARTINSON, JOHN
INSTITUTE FOR ADVANCEMENT OF MEDICAL COMMUNICAT.
REPORT NUMBER ERD-048-65 PUB DATE OCT 65
REPORT NUMBER BR-5-0033
CONTRACT OEC-5-85030
EDRS PRICE MF-$0.09 HC-$0.64 16P.

DESCRIPTORS- *EDUCATIONAL PROGRAMS, *LIBRARY INSTRUCTION, *LIBRARY SPECIALISTS, *SUBPROFESSIONALS, *VOCATIONAL EDUCATION, BETHESDA, COLLEGE LIBRARIES, EMPLOYMENT OPPORTUNITIES, INSTRUCTIONAL MATERIALS, JOB MARKET, LIBRARIES, MARYLAND, PUBLIC LIBRARIES, SCHOOL LIBRARIES, TEACHER RECRUITMENT,

A STUDY WAS UNDERTAKEN TO OBTAIN AND COMPILE INFORMATION FROM INSTITUTIONS WHICH HAVE DEVELOPED TRAINING PROGRAMS FOR LIBRARY TECHNICIANS. THE COMPILATION, IN REPORT FORM, WAS INTENDED FOR ADMINISTRATORS WHO PLAN TO START LIBRARY TRAINING PROGRAMS, AND FOR STUDENTS, VOCATIONAL COUNSELORS, AND POTENTIAL EMPLOYERS WHO LACK INFORMATION ABOUT EXISTING PROGRAMS. INFORMATION WAS RECEIVED FROM 24 INSTITUTIONS CURRENTLY OFFERING LIBRARY INSTRUCTION AT THE CLERICAL OR TECHNICAL LEVEL. FINDINGS OF THE STUDY WERE AS FOLLOWS--(1) MOST ADMINISTRATORS AND TEACHERS OF LIBRARY SCIENCE ARE ONLY AWARE OF AS MANY AS FOUR OR FIVE PROGRAMS OTHER THAN THEIR OWN, (2) EXISTING PROGRAMS APPEAR "TO WORK". NO ATTEMPT WAS MADE TO EVALUATE THEIR EFFECTIVENESS, (3) THE LARGEST IDENTIFIABLE GROUP OF LIBRARY STUDENTS IS A GROUP OF WOMEN BEYOND COLLEGE AGE, AND (4) SYSTEMATIC RECRUITMENT EFFORTS ARE NOT APPARENT. OTHER FINDINGS WERE RELEVANT TO THE FOLLOWING TOPICS--(1) TYPES OF LIBRARIES EMPLOYING TECHNICIANS, (2) INSTRUCTIONAL MATERIALS, (3) THE INSTRUCTIONAL STAFF, AND (4) THE JOB MARKET. FURTHER RESEARCH AND DEVELOPMENT ACTIVITY APPEARED TO BE NEEDED IN A NUMBER OF AREAS, AND SPECIFIC RECOMMENDATIONS WERE OUTLINED. (JC)

ED 003 095 D8

A TEACHER INSTITUTE TO PREPARE TEACHERS AND MATERIALS FOR THE EDUCATION OF RURAL, LOW ACHIEVING, DISADVANTAGED JUNIOR HIGH SCHOOL STUDENTS FOR ENTRY INTO VOCATIONAL-TECHNICAL PROGRAMS.
BY- HODGSON, PAUL M. LAWS, RUTH M.
DELAWARE STATE DEPT. OF PUB. INSTRUCTION, DOVER
REPORT NUMBER ERD-265-65 PUB DATE 65
DELAWARE UNIV., NEWARK, SCH. OF EDUCATION
REPORT NUMBER BR-5-0037
CONTRACT OEC-5-85-086
EDRS PRICE MF-$0.36 HC-$10.20 255P.

DESCRIPTORS- *CORE CURRICULUM, *CURRICULUM DEVELOPMENT, *PREVOCATIONAL EDUCATION, *VOCATIONAL EDUCATION, DELAWARE, DOVER, GATES READING SURVEY, JUNIOR HIGH SCHOOLS, RURAL SCHOOLS, TEACHER SEMINARS, UNDERACHIEVERS,

A TWOFOLD PROGRAM WAS DESIGNED TO PREPARE VOCATIONAL TEACHERS TO PARTICIPATE AS INSTRUCTORS IN A PREVOCATIONAL OCCUPATIONAL PROGRAM FOR RURAL UNDERACHIEVING JUNIOR HIGH SCHOOL STUDENTS. INITIALLY, A DEMONSTRATION CLASS OF 20 UNDERACHIEVERS SERVED AS AN EXPERIMENTAL UNIT FOR THE DESIGN, CONSTRUCTION, AND TESTING OF PREVOCATIONAL OCCUPATIONAL CORE CURRICULUM. OBJECTIVE AND SUBJECTIVE MEASUREMENT OF PUPIL PROGRESS WAS CONDUCTED FOR 6 WEEKS. MEASUREMENTS INCLUDED THE GATES READING SURVEY, DIFFERENTIAL APTITUDE TESTS, TAPED INTERVIEWS, STUDENT QUESTIONNAIRES, AND PRE- AND

POST-ANALYSIS OF WRITTEN AND DICTATED STORIES. THE SECOND PHASE OF THE PROGRAM INVOLVED--(1) THE SELECTION OF 17 VOCATIONAL TEACHERS AND THEIR ORIENTATION TO THE NEEDS, CHARACTERISTICS, AND PROBLEMS OF THE DISADVANTAGED, (2) INSTRUCTION IN CORRECTIVE AND REMEDIAL PROGRAMS, AND (3) ACQUAINTANCE WITH SKILLED AND SEMISKILLED OCCUPATIONS TO BE USED IN MOTIVATING THE DISADVANTAGED THROUGH FORMAL CLASSROOM INSTRUCTION, LECTURES, COLLATERAL READING, FIELD TRIPS TO POVERTY AREAS, AND PRACTICE TEACHING. THE RESULTS INDICATED THAT VOCATIONAL TEACHERS CAN BE ORIENTED TO THE NEEDS OF THE DISADVANTAGED AND THAT DISADVANTAGED STUDENTS CAN BE MOTIVATED THROUGH A PREVOCATIONAL CURRICULUM CENTERED AROUND THE STUDY OF OCCUPATIONS AND THROUGH VOCATIONAL TEACHERS USING THEIR KNOWLEDGE ABOUT SKILLED AND SEMISKILLED OCCUPATIONS. (MS)

ED 003 096 08

AN 8-WEEK SUMMER INSTITUTE TRAINING PROGRAM TO RETRAIN OFFICE EDUCATION TEACHERS FOR TEACHING BUSINESS ELECTRONIC DATA PROCESSING.
BY- KOSCHLER, THEODORE A.
MIAMI-DADE JUNIOR COLL., FLA.
REPORT NUMBER ERD-226-65 PUB DATE 65
REPORT NUMBER BR-5-0029
CONTRACT OEC-5-85-098
EDRS PRICE MF-$0.36 HC-$8.96 224P.

DESCRIPTORS- *BUSINESS EDUCATION, *DATA PROCESSING, *INSERVICE TEACHER EDUCATION, *INSTRUCTIONAL MATERIALS, *SUMMER PROGRAMS, *VOCATIONAL EDUCATION, COMPUTER PROGRAMS, CURRICULUM GUIDES, CURRICULUM PLANNING, DEVELOPMENTAL PROGRAMS, EDUCATIONAL METHODS, ELECTRONIC EQUIPMENT, FLORIDA, INSTITUTE TYPE COURSES, MIAMI, TEACHING METHODS, TEACHING PROGRAMS,

AN INSTITUTE TRAINING PROGRAM WAS DEVELOPED TO AID IN TEACHING METHODS AND CURRICULUMS DEVELOPMENT IN BUSINESS DATA PROCESSING. THIS PROGRAM OFFERED RETRAINING FOR 17 TEACHERS DURING AN 8-WEEK PERIOD. FURTHER DEVELOPMENT WAS INCLUDED FOR COURSE MATERIAL TO USE AS PATTERNS AND GUIDELINES FOR FUTURE PROGRAMS. CLASS OUTLINES WERE DEVELOPED TO BE USED BY STUDENTS IN PROGRAM DEVELOPMENT. (RS)

ED 003 097 08

REPORT OF PLANNING CONFERENCE FOR VOCATIONAL EDUCATION SUMMER STUDY, APRIL 30 - MAY 1, 1965.
BY- FRANK, NATHANIEL H.
MASSACHUSETTS INST. OF TECH., CAMBRIDGE
REPORT NUMBER ERD-248-65 PUB DATE 65
REPORT NUMBER BR-5-0036
CONTRACT OEC-5-85-034
EDRS PRICE MF-$0.09 HC-$1.12 28P.

DESCRIPTORS- *EDUCATIONAL POLICY, *PLANNING, *VOCATIONAL EDUCATION, CAMBRIDGE, CONFERENCES, MASSACHUSETTS, PROGRAM DEVELOPMENT, PROGRAM IMPROVEMENT, SUMMER PROGRAMS,

A 2-DAY PLANNING CONFERENCE WAS HELD FOR A LARGE NUMBER OF CONFEREES REPRESENTING A BROAD RANGE OF INTERESTS. THEIR PURPOSE WAS TO PLAN A VOCATIONAL EDUCATION SUMMER STUDY PROGRAM--(1) TO TAKE A FRESH LOOK AT THE WHOLE PROBLEM OF VOCATIONAL-TECHNICAL EDUCATION ON A NATIONAL SCALE, (2) TO WORK OUT PLANS FOR INITIATING SUCH EDUCATIONAL REFORM AS SEEMED NECESSARY, AND (3) TO START, IF POSSIBLE, THE IMPLEMENTATION OF SUCH REFORMS AS A CONTINUING EFFORT. INDIVIDUAL PAPERS WERE PRESENTED, AND SMALL GROUP CONFERENCES WERE HELD TO DETAIL THE PLANNING. (HB)

ED 003 098 08

REPORT OF TRAINING PROGRAM, WORKSHOP FOR ADMINISTRATORS OF VOCATIONAL HOME ECONOMICS TRAINING PROGRAMS IN WAGE-EARNING OCCUPATIONS.
BY- BUNTIN, ANN TINSLEY, WILLA V.
TEXAS TECHNOLOGICAL COLL., LUBBOCK
REPORT NUMBER ERD-371-65 PUB DATE AUG 65
REPORT NUMBER BR-5-0180
CONTRACT OEC-6-85-006
EDRS PRICE MF-$0.09 HC-$1.56 39P.

DESCRIPTORS- *DISADVANTAGED YOUTH, *HOME ECONOMICS EDUCATION, *OCCUPATIONAL GUIDANCE, *TEACHER WORKSHOPS, INSERVICE TEACHER EDUCATION, LUBBOCK, TEXAS, VOCATIONAL EDUCATION,

A 3-WEEK TRAINING WORKSHOP WAS CONDUCTED TO PROVIDE HOME ECONOMISTS WITH AN OPPORTUNITY TO DEVELOP THE KNOWLEDGE AND UNDERSTANDING NEEDED TO EXPAND THEIR VOCATIONAL HOME ECONOMICS PROGRAMS, PARTICULARLY FOR DISADVANTAGED YOUTH. PROFESSIONAL BACKGROUND IN HOME ECONOMICS, INVOLVEMENT IN VOCATIONAL PROGRAMS, AND ASSIGNMENT TO ADMINISTRATIVE RESPONSIBILITIES WERE SOME OF THE CRITERIA USED FOR SELECTION OF 33 PARTICIPANTS. THE PROGRAM INCLUDED DISCUSSIONS, LECTURES, REVIEW OF GUIDES, INDIVIDUAL WORK PROJECTS, AND EVALUATIONS OF THE ACTIVITIES. EVALUATION INCLUDED--(1) PROGRESS STATEMENTS ON WORKSHOP OBJECTIVES, (2) LISTING OF GOALS, AND (3) A REPORT OF GOALS REACHED. RECOMMENDATIONS FOR PLANNING SIMILAR PROGRAMS AND SUGGESTIONS FOR SPECIFIC PROGRAMS WERE REPORTED. (RS)

ED 003 099 08

NEW DIRECTIONS IN VOCATIONAL GUIDANCE.
BY- WILSON, PHYLLIS C.
CITY UNIV. OF NEW YORK, QUEENS COLL., FLUSHING,N.Y
REPORT NUMBER ERD-120-65 PUB DATE 65
REPORT NUMBER BR-5-0184
CONTRACT OEC-6-85-001
EDRS PRICE MF-$0.18 HC-$4.68 117P.

DESCRIPTORS- *COUNSELOR TRAINING, *GUIDANCE PROGRAMS, *OCCUPATIONAL INFORMATION, *SEMINARS, *VOCATIONAL EDUCATION, COUNSELING PROGRAMS, COUNSELORS, FLUSHING, NEW YORK, OCCUPATIONAL GUIDANCE, VOCATIONAL COUNSELING,

AN INSTITUTE FOR COUNSELOR EDUCATION WAS CONDUCTED TO PROVIDE COUNSELOR EDUCATORS WITH NEW KNOWLEDGE OF EMPLOYMENT TRENDS AND MAJOR ISSUES IN THE WORLD OF WORK. THIS INFORMATION WOULD ASSIST THEM IN ARRIVING AT AN INITIAL STATEMENT OF CRITERIA TO BE MET IN REVISING VOCATIONAL GUIDANCE TO MEET CURRENT NEEDS. REPRESENTATIVES FROM GOVERNMENT, INDUSTRY, LABOR, AND COUNSELOR EDUCATION GAVE PRESENTATIONS WHICH WERE FOLLOWED BY GROUP DISCUSSIONS. THE COUNSELOR EDUCATORS CONCLUDED--(1) THAT SOME EDUCATIONAL AND VOCATIONAL CHOICE IS POSSIBLE FOR EVERYONE AND THE ABILITY TO CHOOSE IS A PRECIOUS FREEDOM, (2) THAT EDUCATIONAL AND VOCATIONAL PLANNING MUST COMMAND THE MAJOR ATTENTION OF

SCHOOL COUNSELORS AND GUIDANCE WORKERS, (3) THAT COUNSELORS AND GUIDANCE WORKERS MUST BE BETTER TRAINED THAN THEY NOW ARE, (4) THAT COUNSELOR EDUCATORS HAVE FAILED TO COME TO GRIPS WITH TWO MAJOR ISSUES--THE PLACE OF EDUCATIONAL AND OCCUPATIONAL INFORMATION IN GUIDANCE AND HOW VOCATIONAL COUNSELORS CAN HELP MEET THE NEED FOR MORE TALENTED AND BETTER EDUCATED WORKERS, AND (5) THAT COUNSELOR EDUCATORS NEED HELP FROM EXPERTS IN RELATED ACADEMIC AND PROFESSIONAL FIELDS. (AW)

ED 003 100 08

AN 8-WEEK SUMMER INSTITUTE TRAINING PROGRAM TO RETRAIN OFFICE EDUCATION TEACHERS FOR TEACHING BUSINESS ELECTRONIC DATA PROCESSING.
BY- VALENTINE, IVAN E. NICELEY, JOHN B.
NORTH CAROLINA STATE BOARD OF EDUCATION, RALEIGH
REPORT NUMBER ERD-269-65 PUB DATE 65
REPORT NUMBER BR-5-0030
CONTRACT OEC-5-85-084
EDRS PRICE MF-$0.09 HC-$1.56 39P.

DESCRIPTORS- *BUSINESS EDUCATION, *DATA PROCESSING, *INSERVICE TEACHER EDUCATION, *INSTRUCTIONAL MATERIALS, *SUMMER PROGRAMS, *VOCATIONAL EDUCATION, COMPUTERS, CURRICULUM GUIDES, INSTITUTE TYPE COURSES, MATERIAL DEVELOPMENT, NORTH CAROLINA, PROGRAM PLANNING, PROGRAMING, RALEIGH, RETRAINING, TEACHER EDUCATION,

AN INSTITUTE WAS CONDUCTED TO RETRAIN TEACHERS IN (1) THE TEACHING OF BUSINESS ELECTRONIC PROCESSING AND PROGRAMING AND (2) THE DEVELOPMENT OF COURSE MATERIAL. COURSES OF STUDY AND ENRICHMENT EXPERIENCES WERE INCLUDED IN THE 8-WEEK PROGRAM. TRAINING IN ELECTRONIC DATA PROCESSING WAS RECEIVED BY 35 TEACHERS. CLASS OUTLINES WERE ALSO DEVELOPED TO PROVIDE A FOUNDATION FOR PARTICIPANTS TO DEVELOP LOCAL PROGRAMS OF INSTRUCTION. RECOMMENDATIONS FOR CONTINUED STUDY OF BOTH A FORMAL AND INFORMAL NATURE WERE MADE. (RS)

ED 003 101 08

EVALUATION OF THE EFFECTIVENESS OF USING SPECIALIZED INSTRUCTORS IN PROVIDING OCCUPATIONAL TRAINING FOR INDUSTRIAL JOBS FOR HIGH SCHOOL VOCATIONAL AGRICULTURE STUDENTS.
BY- ROBERTS, ROY W. AND OTHERS
ARKANSAS UNIVERSITY, FAYETTEVILLE
REPORT NUMBER ERD-075-65 PUB DATE 65
MAGNET COVE HIGH SCHOOL, MALVERN, ARK.
REPORT NUMBER BR-5-0013
CONTRACT OEC-5-85-016
EDRS PRICE MF-$0.18 HC-$2.60 65P.

DESCRIPTORS- *AGRICULTURE, *DEMONSTRATION PROJECTS, *OCCUPATIONAL GUIDANCE, *PROGRAM EVALUATION, *VOCATIONAL EDUCATION, ARKANSAS, DROPOUT PREVENTION, FAYETTEVILLE, INDUSTRIAL EDUCATION, MALVERN, RURAL SCHOOLS, SECONDARY SCHOOL STUDENTS, SPECIALISTS,

AN EVALUATION WAS MADE OF THE USE OF SPECIAL INSTRUCTORS TO SUPPLEMENT DAY-SCHOOL INSTRUCTION IN VOCATIONAL AGRICULTURE. TRAINING IN THE SPECIALIZED AREAS OF ARC WELDING AND BLUEPRINT INTERPRETATION WAS GIVEN FOR A 6-WEEK PERIOD BY SPECIAL INSTRUCTORS TO 10 MALE STUDENTS IN THE 12TH GRADE. CLASS DISCUSSIONS, READING ASSIGNMENTS, WRITTEN AND ORAL TESTS, LABORATORY PRACTICE, AND THREE FIELD TRIPS WERE INCLUDED IN THE PROGRAM. SPECIAL CONSULTANTS, COMPETENCY TESTS, INTERVIEWS WITH THE STUDENTS AND THEIR EMPLOYERS, AND EVALUATIONS OF THE PROJECT BY THE STUDENTS WERE THE MEASURING INSTRUMENTS USED FOR EVALUATION OF THE PROGRAM. STUDENTS ENROLLED IN THE SPECIAL COURSE WERE FOUND TO BE ABLE TO MAKE OCCUPATIONAL CHOICES. FOLLOWUP STUDIES WILL BE NECESSARY TO DETERMINE THE STABILITY IN EMPLOYMENT OF THE STUDENTS. THE EXTENSION OF THIS PROGRAM INTO DAY-SCHOOL CLASSES IS SUGGESTED. (RS)

ED 003 102 08

ANALYSIS OF DROPOUT STATISTICS OF THE COLORADO DROPOUT RESEARCH AND ACTION PROJECT.
BY- BURROWS, EARL R. AND OTHERS
COLORADO STATE DEPT. OF EDUCATION, DENVER
REPORT NUMBER BR-5-0430 PUB DATE OCT 65
CONTRACT OEC-5-85-003
EDRS PRICE MF-$0.27 HC-$5.32 133P.

DESCRIPTORS- *DROPOUT CHARACTERISTICS, *DROPOUT RESEARCH, *PROGRAM IMPROVEMENT, *SCHOOL HOLDING POWER, COLORADO, COOPERATIVE PROGRAMS, DENVER, DROPOUT IDENTIFICATION, DROPOUT PROGRAMS,

REPORTS WERE RECEIVED FROM ALL COLORADO SCHOOL DISTRICTS ON THE NUMBER OF DROPOUTS FROM GRADES 7 THROUGH 12. THE CHARACTERISTICS OF THE DROPOUTS AND A RANDOM SAMPLING OF CHARACTERISTICS OF SENIORS WERE OBTAINED. PUPIL ACCOUNTABILITY WAS SEPARATED INTO TWO ASPECTS, SUMMER DROPOUT AND UNKNOWN WITHDRAWALS. CONFIRMATION WAS FOUND IN THE RESULTS THAT STUDY AND DESIGN OF ACTION PROGRAMS WERE NEEDED. SIGNIFICANT DIFFERENCES IN CHARACTERISTICS WERE FOUND AMONG DROPOUTS OF DIFFERENT SCHOOLS. CHARACTERISTICS ALSO DIFFERED BETWEEN BOYS AND GIRLS. IT WAS DIFFICULT TO PREDICT POTENTIAL DROPOUTS BY USING FREQUENCY TABLES. THIS PROJECT CONCLUDED PHASE TWO OF AN ONGOING COOPERATIVE RESEARCH PROJECT TO IMPROVE SCHOOL HOLDING POWER OF STUDENTS. THE DEVELOPMENT OF ACTION PROGRAMS WAS SUGGESTED. (RS)

ED 003 103 08

IDENTIFICATION OF CONCEPTS IMPORTANT FOR YOUTH ORIENTATION TO THE WORLD OF WORK.
BY- WARREN, MARY A. AND OTHERS
OKLAHOMA UNIV., NORMAN, SCH. OF HOME ECONOMICS
REPORT NUMBER EDR-222-65 PUB DATE 65
OKLAHOMA UNIV., NORMAN, COLL. OF EDUC.
REPORT NUMBER BR-5-0056
CONTRACT OEC-5-85-101
EDRS PRICE MF-$0.18 HC-$4.64 116P.

DESCRIPTORS- *CONFERENCES, *INSERVICE PROGRAMS, *OCCUPATIONAL GUIDANCE, *VOCATIONAL COUNSELING, *VOCATIONAL EDUCATION, CONSULTANTS, COUNSELING, HIGH SCHOOL STUDENTS, NORMAN, OCCUPATIONAL COUNSELING, OKLAHOMA, TEACHERS,

AN ATTEMPT WAS MADE TO IDENTIFY CONCEPTS AND TO DEVELOP EFFECTIVE MATERIALS AND MEDIA WHICH COULD BE IMPORTANT TO HIGH SCHOOL STUDENTS IN GUIDING THEM TO A PERSONAL AWARENESS OF THE DEMANDS OF THE "WORLD OF WORK" FOR THE PURPOSES OF SUCCESSFUL ATTAINMENT, RETENTION, AND ADVANCEMENT IN EMPLOYMENT. SELECTED TEACHERS, REPRESENTING THE VARIOUS

VOCATIONAL EDUCATION AREAS, PARTICIPATED IN A 10-DAY CONFERENCE. CONSULTANTS FROM BUSINESS AND INDUSTRY, GOVERNMENT, AGRICULTURE, AND WELFARE GAVE PRESENTATIONS. PRIOR TO THE CONFERENCE, IDENTIFICATION OF CONCEPTS WAS FACILITATED BY A RESEARCH TEAM THROUGH THE EVALUATION OF RELEVANT RESOURCE MATERIALS. THE TOPICS RECEIVING CONSIDERATION DURING THE CONFERENCE WERE CLASSIFIED AS (1) SOCIOECONOMIC FACTORS RELATED TO THE WORLD OF WORK, (2) PSYCHOSOCIAL FACTORS RELATED TO THE WORLD OF WORK, (3) INDIVIDUAL AND FAMILY MANAGEMENT CONCEPTS RELATED TO WORK, AND (4) COMMUNICATION CONCEPTS RELATED TO WORK. (JK)

ED 003 104 08

WESTERN STATES REGIONAL CONFERENCE OF OCCUPATIONAL RESEARCH COORDINATING PERSONNEL.
BY- BROWN, BILL W. AND OTHERS
NORTHERN ARIZONA UNIV., FLAGSTAFF
REPORT NUMBER BR-6-1428 PUB DATE NOV 65
CONTRACT OEC-6-85-080
EDRS PRICE MF-$0.18 HC-$2.76 69P.

DESCRIPTORS- *OCCUPATIONAL INFORMATION, *OCCUPATIONS, *WORKSHOPS, ARIZONA, CONFERENCES, FLAGSTAFF, RESEARCH COORDINATION UNIT (RCU),

A WESTERN REGIONAL OCCUPATIONAL RESEARCH WORKSHOP WAS CONDUCTED WITH REPRESENTATIVES OF ARIZONA, CALIFORNIA, COLORADO, IDAHO, MONTANA, NEBRASKA, NEVADA, OREGON, UTAH, WASHINGTON, WYOMING, AND HAWAII. PARTICIPANTS ALSO INCLUDED OCCUPATIONAL RESEARCH PERSONNEL FROM OHIO AND THE U.S. OFFICE OF EDUCATION. THE BROAD OBJECTIVES OF THE CONFERENCE WERE (1) TO ESTABLISH LINES OF COMMUNICATION AND COOPERATION AMONG RESEARCH COORDINATING UNITS IN THE WESTERN UNITED STATES, (2) TO REVIEW THE STATUS OF OCCUPATIONAL RESEARCH IN THE WESTERN STATES, (3) TO ESTABLISH PRIORITIES FOR OCCUPATIONAL RESEARCH IN THE WESTERN STATES, AND (4) TO PLAN FOR EVALUATION OF RESEARCH COORDINATING UNIT ACTIVITIES. ASSIGNED TOPICS WERE PRESENTED BY VARIOUS MEMBERS DURING THE 2-DAY WORKSHOP. AT THE CONCLUSION OF THE CONFERENCE, PARTICIPANTS COMPLETED A "CONFERENCE EVALUATION FORM" WHICH WAS TABULATED. THE RESULTS WERE REPORTED WITHOUT EDITORIAL COMMENT. (AW)

ED 003 105 08

TRAINING PROGRAM FOR TEACHERS AND LEADERS OF GAINFUL EMPLOYMENT TRAINING PROGRAMS IN HOME ECONOMICS, FINAL REPORT.
BY- COZINE, JUNE AND OTHERS
OKLAHOMA STATE UNIV., STILLWATER, RES. FOUNDATION
REPORT NUMBER ERD-286-65 PUB DATE 65
REPORT NUMBER BR-5-0053
CONTRACT OEC-5-85-100
EDRS PRICE MF-$0.27 HC-$6.64 166P.

DESCRIPTORS- *CHILD CARE, *CLOTHING INSTRUCTION, *CURRICULUM GUIDES, *FOODS INSTRUCTION, *HOME ECONOMICS EDUCATION, *INSERVICE TEACHER EDUCATION, CONFERENCES, OKLAHOMA, PROGRAM EVALUATION, STILLWATER,

THIRTY-TWO PARTICIPANTS ATTENDED A 4-WEEK TRAINING SEMINAR UNDER THE DIRECTION OF SIX MEMBERS OF OKLAHOMA STATE UNIVERSITY'S HOME ECONOMICS STAFF. FOUR COURSES WERE OFFERED. FOUR HOURS PER DAY WERE ALLOTTED FOR SPECIAL GROUP EXPERIENCES, 1 TO 2 HOURS DAILY FOR GENERAL SESSIONS INVOLVING ALL PARTICIPANTS, AND THE BALANCE OF THE DAY FOR GROUP CONFERENCES, ADDITIONAL OBSERVATIONS, AND READINGS. FIELD TRIPS WERE CONDUCTED. A PARTICIPATION EVALUATION SHEET WAS COMPLETED AT THE END OF THE SEMINAR. THE CONSENSUS WAS THAT THE OBJECTIVES OF THE SEMINAR HAD BEEN MET. (HS)

ED 003 106 08

REPORT OF THE DIRECTOR OF A SHORT COURSE FOR SECONDARY SCHOOL COUNSELORS ON VOCATIONAL AND TECHNICAL TRAINING AND EMPLOYMENT OPPORTUNITIES.
BY- CHARLTON, HUEY E.
ATLANTA UNIV., GA.
REPORT NUMBER ERD-211-65 PUB DATE 65
REPORT NUMBER BR-5-0055
CONTRACT OEC-5-85-094
EDRS PRICE MF-$0.09 HC-$1.24 31P.

DESCRIPTORS- *COUNSELOR TRAINING, *EDUCATIONAL PROGRAMS, *SECONDARY SCHOOLS, *VOCATIONAL COUNSELING, *VOCATIONAL EDUCATION, ATLANTA, EMPLOYMENT OPPORTUNITIES, EMPLOYMENT PROBLEMS, GEORGIA,

A 6-WEEK TRAINING PROGRAM WAS CONDUCTED FOR SECONDARY SCHOOL COUNSELORS ON VOCATIONAL AND TECHNICAL TRAINING AND EMPLOYMENT OPPORTUNITIES. THE PROGRAM WAS DESIGNED TO FOCUS UPON THE PROBLEM OF EMPLOYMENT FACED BY YOUNG PEOPLE WHO ENTER THE LABOR MARKET PRIOR TO AND IMMEDIATELY AFTER COMPLETION OF HIGH SCHOOL. THE INSTRUCTIONAL PROGRAM CONSISTED OF DIDACTIC INSTRUCTION, INTEGRATIVE SEMINARS, LABORATORY EXPERIENCES IN USING OCCUPATIONAL INFORMATION AND TESTS, VIEWING OF FILMS, AND FIELD TRIPS. (AW)

ED 003 107 08

A STUDY OF A NEW AND DRAMATIC APPROACH TO VOCATIONAL GUIDANCE THROUGH THE USE OF EXHIBITS AND DISPLAYS.
BY- WALSH, GEORGE A.
NATIONAL EDUCATIONAL INDUSTRIAL FOUNDATIONS, INC.
REPORT NUMBER EDR-467-65 PUB DATE 66
REPORT NUMBER BR-5-1323
CONTRACT OEC-6-85-036
EDRS PRICE MF-$0.09 HC-$1.24 31P.

DESCRIPTORS- *EXHIBITS, *OCCUPATIONAL INFORMATION, *OCCUPATIONS, *VOCATIONAL EDUCATION, *VOCATIONAL INTERESTS, DROPOUT PREVENTION, OCCUPATIONAL CHOICE, OCCUPATIONAL GUIDANCE, PENNSYLVANIA, PHILADELPHIA,

THIS IS A DESCRIPTION OF A NEW APPROACH TO VOCATIONAL GUIDANCE THROUGH THE USE OF EXHIBITS AND DISPLAYS. THE CHOICE OF APPROXIMATELY 150 SPECIFIC OCCUPATIONS TO BE EXHIBITED WAS BASED ON SUCH CRITERIA AS (1) PROJECTED NUMBER OF WORKERS IN EACH OCCUPATION, (2) APPEAL OF SELECTED OCCUPATIONS TO SECONDARY, TRADE, AND TECHNICAL SCHOOLS, (3) APPEAL OF SELECTED OCCUPATIONS TO POTENTIAL DROPOUTS, AND (4) EXHIBIT POSSIBILITIES OF SELECTED OCCUPATIONS. STUDENTS FROM GRADES 7 THROUGH 12 SERVED AS THE OPTIMUM EXPERIMENTAL GROUP TO ATTEND THE EXHIBITION. PLANS WERE INITIATED FOR EXPOSURE OF THE EXHIBITION TO COLLEGE STUDENTS AND INTERESTED ADULTS. THE EXHIBIT DESIGN PROVIDES AN INTERESTING LAYOUT AS WELL AS AN EXCELLENT TRAFFIC FLOW. IN ADDITION, IT PROVIDES MAXIMUM FLEXIBILITY FOR ADAPTATION TO VARIOUS ROOM SIZES AND SHAPES AS WELL AS THE ADDITION OR DELETION OF DISPLAY MATERIAL

WITHOUT ADDING MAJOR ALTERATION COSTS. AN EVALUATION OF THE APPROACH WAS NOT PRESENTED. (AW)

ED 003 108 08

SHORT COURSE FOR COUNSELORS ON VOCATIONAL-TECHNICAL TRAINING AND OPPORTUNITIES.
BY- HOLT, FRED D.
GEORGIA UNIV., ATHENS, COLL. OF EDUCATION
REPORT NUMBER ERD-247-65 PUB DATE 65
REPORT NUMBER BR-5-0875
CONTRACT OEC-5-85-092
EDRS PRICE MF-$0.18 HC-$3.88 97P.

DESCRIPTORS- *COUNSELING, *COUNSELOR TRAINING, *INSTRUCTIONAL MATERIALS, *OCCUPATIONAL COUNSELING, *VOCATIONAL COUNSELING, ATHENS, COUNSELING GOALS, GEORGIA, VOCATIONAL EDUCATION,

A SHORT-TERM TRAINING PROGRAM TO IMPROVE THE EFFECTIVENESS OF SCHOOL COUNSELORS WAS INITIATED. THE PROGRAM OBJECTIVE AIMED TO--(1) DEVELOP AN INCREASED AWARENESS OF THE DIVERSITY OF THE WORLD OF WORK, (2) DEVELOP AN UNDERSTANDING AND RECOGNITION OF THE VALUE AND POTENTIAL CONTRIBUTION OF VOCATIONAL AND TECHNICAL SCHOOLS, (3) DEVELOP FAMILIARITY WITH THE DEMANDS OF BOTH LARGE AND SMALL INDUSTRIES AND BUSINESS IN TERMS OF DESIRABLE EMPLOYEE CHARACTERISTICS, AND (4) DEVELOP A MORE COMPREHENSIVE UNDERSTANDING OF THE INTERACTION OF THE SOCIAL AND PSYCHOLOGICAL FORCES WHICH AFFECT MAN AND HIS WORK. AN INTENSIVE 3-WEEK PROGRAM WAS CONDUCTED FOR 25 PRACTICING EDUCATIONAL COUNSELORS. SUBJECT CONTENT INCLUDED--(1) ROLE OF THE COUNSELOR IN VOCATIONAL-TECHNICAL EDUCATION, (2) BASIC REQUIREMENTS FOR THE COUNSELOR IN THIS AREA, (3) RELATIONSHIP BETWEEN THE VOCATIONAL-TECHNICAL SCHOOLS AND BUSINESS AND INDUSTRY, (4) TRAINING FACILITIES AVAILABLE, (5) OPPORTUNITIES AVAILABLE FOR EMPLOYMENT, (6) CONCERN OVER PREVALENT ATTITUDES, AND (7) AUTOMATION. AN EVALUATION FORM WAS DISTRIBUTED TO PARTICIPANTS, AND RECOMMENDATIONS FOR FUTURE PROGRAMS WERE FORMULATED. (HB)

ED 003 109 08

FINAL REPORT OF THE SUMMER STUDY ON OCCUPATIONAL, VOCATIONAL, AND TECHNICAL EDUCATION.
BY- FRANK, NATHANIEL H.
MASSACHUSETTS INST. OF TECH., CAMBRIDGE
REPORT NUMBER BR-5-0089 PUB DATE 65
CONTRACT OEC-5-85-135
EDRS PRICE MF-$0.18 HC-$5.08 127P.

DESCRIPTORS- *EDUCATIONAL PLANNING, *EDUCATIONAL POLICY, *INSTITUTE TYPE COURSES, *TEACHER EDUCATION, *VOCATIONAL EDUCATION, CAMBRIDGE, EDUCATIONAL PROBLEMS, INSTRUCTIONAL MATERIALS, MASSACHUSETTS, OCCUPATIONAL GUIDANCE, PROGRAM DEVELOPMENT, SCIENCE TEACHING CENTER, SUMMER PROGRAMS,

A SUMMER INSTITUTE WAS CONDUCTED TO PLAN NEW PATTERNS TO ATTAIN OCCUPATIONAL, VOCATIONAL, AND TECHNICAL EDUCATION GOALS. THE IMMEDIATE PURPOSE WAS THAT OF DEVELOPING CRITERIA FOR NEW INSTRUCTIONAL MATERIALS AND LEARNING AIDS FOR SUCH EDUCATION. SEVERAL RECOMMENDATIONS WERE STRUCTURED FROM THE INSTITUTE--(1) THAT THERE BE INITIATED A DEVELOPMENT PROGRAM OF NEW CURRICULAR PATTERNS AND INSTRUCTIONAL MATERIALS FOR ALL STUDENTS FROM JUNIOR HIGH SCHOOL ON, (2) THAT, SIMULTANEOUSLY AS PART OF THE PRECEDING PROCESS, PROJECTS BE INITIATED FOR TEACHER EDUCATION AIMED AT GENERATING COMPETENCE IN COOPERATIVE GROUP TEACHING WITH THE NEW INSTRUCTIONAL MATERIALS, AND ATTITUDES THAT HAVE BEEN PROPOSED, (3) THAT A NATIONAL SYSTEM OF MULTIPURPOSE EDUCATIONAL CENTERS BE ESTABLISHED, (4) THAT A PROGRAM BE UNDERTAKEN TO LEAD TO THE ESTABLISHMENT OF AN INSTITUTE OF EDUCATIONAL MANAGEMENT, PATTERNED AFTER THE BEST SCHOOLS OF INDUSTRIAL MANAGEMENT AND BUSINESS ADMINISTRATION, (5) THAT THERE BE INITIATED SPECIAL PROGRAMS FOR THE DEVELOPMENT OF TRANSITIONAL EDUCATIONAL PATTERNS IN DEPRIVED AREAS WHILE THE NEW, MORE COMPREHENSIVE PROGRAMS ARE EMERGING, AND (6) THAT PROJECTS BE INITIATED TO STRENGTHEN AND BROADEN THE APPRENTICESHIP PROGRAMS OF LABOR, INDUSTRY, AND GOVERNMENT. THE INSTITUTE PROVIDED THE BASELINE FOR ESTABLISHING NEW CONCEPTS TO AID IN RESOLVING THE INADEQUACIES OF CURRENT PRACTICES OF OCCUPATIONAL, VOCATIONAL, AND TECHNICAL EDUCATION. (HB)

ED 003 110 08

AN 8-WEEK SUMMER INSTITUTE TRAINING PROGRAM TO RETRAIN OFFICE EDUCATION TEACHERS FOR TEACHING BUSINESS ELECTRONIC DATA PROCESSING.
BY- CARTER, FOREST C.
COLORADO STATE UNIV., FT. COLLINS, COLL. OF BUSIN.
REPORT NUMBER BR-5-0028 PUB DATE 65
CONTRACT OEC-5-85-085
EDRS PRICE MF-$0.09 HC-$2.00 50P.

DESCRIPTORS- *BUSINESS EDUCATION, *DATA PROCESSING, *PROGRAMING, *TEACHER EDUCATION, COLORADO, CURRICULUM GUIDES, FORT COLLINS, INSTITUTE TYPE COURSES, INSTRUCTIONAL AIDS, VOCATIONAL EDUCATION,

AN 8-WEEK SEMINAR WAS HELD TO RETRAIN TEACHERS WITH A MINIMUM OF 3-YEARS' EXPERIENCE IN BUSINESS OR OFFICE EDUCATION TO TEACH BUSINESS DATA PROCESSING AND PROGRAMING TECHNIQUES. THE OBJECTIVES WERE TO ASSIST IN THE KNOWLEDGE AND SKILL DEVELOPMENT NECESSARY FOR PREPARING COMPUTER PROGRAMERS AND APPLICATION ANALYSTS, AND TO DEVELOP COURSE MATERIAL, CONTENT, REFERENCES, VISUAL, AND OTHER INSTRUCTIONAL AIDS SUITABLE FOR USE AS PATTERNS AND GUIDELINES FOR FUTURE PROGRAMS. THIRTY FIRST-YEAR PARTICIPANTS RECEIVED INSTRUCTION IN BUSINESS DATA PROCESSING FUNDAMENTALS, ELECTRONIC ACCOUNTING MACHINERY FAMILIARIZATION, DATA PROCESSING APPLICATIONS, AND BASIC COMPUTER PROGRAMING. TWENTY SECOND-YEAR ATTENDEES RECEIVED ADVANCED TRAINING IN COMPUTER PROGRAMING, PROGRAMING SYSTEMS, AND BUSINESS SYSTEMS DESIGN AND DEVELOPMENT. IT WAS RECOMMENDED THAT A STUDY OF THE ACCOMPLISHMENTS OF PARTICIPANTS AT THEIR HOME INSTITUTIONS AS WELL AS FOLLOWUP WORK ON STUDENTS TRAINED BY THE PARTICIPANTS BE INITIATED. (HS)

ED 003 111 64

INSTRUCTIONAL MATERIALS FOR TEACHING AUDIOVISUAL COURSES, AN ANNOTATED LIST OF MOTION PICTURES, KINESCOPES, FILMSTRIPS, SLIDESETS, RECORDINGS, AND TAPES.
BY- WEINER, KENNETH AND OTHERS
SYRACUSE UNIV., N.Y., AUDIOVISUAL CENTER.
REPORT NUMBER NDEA-VIIB-142 PUB DATE 1 MAR 61
EDRS PRICE MF-$0.18 HC-$3.40 83P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *AUDIOVISUAL COMMUNICATION, *AUDIOVISUAL INSTRUCTION, *INSTRUCTIONAL MATERIALS, FILMS, FILMSTRIPS, INSTRUCTIONAL AIDS, KINESCOPE RECORDINGS, NEW YORK, SYRACUSE, TAPE RECORDINGS,

THIS DOCUMENT IS THE END PRODUCT OF A PROGRAM TO BRING TOGETHER THE SOURCES OF AVAILABLE MATERIALS CONCERNING AUDIOVISUAL COMMUNICATION AND TO PROVIDE A GUIDE FOR EASY ACCESSIBILITY. AN ANNOTATED LIST OF MOTION PICTURES, KINESCOPES, FILMSTRIPS, SLIDESETS, RECORDINGS, AND TAPES CONCERNED WITH AUDIOVISUAL COMMUNICATION IS INCLUDED. THE GUIDE IS DESIGNED TO ACCOMMODATE VARIOUS COURSES DEALING WITH AUDIOVISUAL INSTRUCTION. MAJOR CATEGORIES OF SUBJECT MATTER INCLUDE--(1) GENERAL THEORY OF INSTRUCTIONAL COMMUNICATION, (2) GRAPHIC MATERIALS, (3) DISPLAY MATERIALS, (4) NONPROJECTED MATERIALS, (5) PROJECTED MATERIALS, (6) BROADCAST AND RECORDED MATERIALS, (7) CLASS ACTIVITIES, (8) PHOTOGRAPHY, (9) ADMINISTRATION, AND (10) SPECIALIZED AREAS. FURTHER BREAKDOWN OF THE MAJOR CATEGORIES OCCURS WHERE APPROPRIATE. ITEMS ARE LISTED ALPHABETICALLY BY TITLE WITHIN EACH CATEGORY AND SUBCATEGORY. EACH ITEM IS CLASSIFIED WITH A MEDIUM SYMBOL AND CODED WITH A CONTENT ABBREVIATION. SUCH OTHER DATA AS THE PRODUCER, PRODUCTION DATE, AND LENGTH ARE PROVIDED. THE ANNOTATIONS DESCRIBE THE MATERIAL CONTENT SO THAT INDIVIDUAL SELECTION CAN BE MADE. EVALUATION OF THE MATERIAL IS NOT ATTEMPTED. PRICES ARE INCLUDED WHEN AVAILABLE. (WB)

ED 003 112 64

A SOCIO- AND PSYCHO-LINGUISTIC THEORY OF PICTORIAL COMMUNICATION.
BY- KNOWLTON, JAMES Q.
INDIANA UNIV., BLOOMINGTON, DIV. OF EDUC. MEDIA
REPORT NUMBER NDEA-VIIB-297 PUB DATE NOV 64
CONTRACT OEC-3-16-019
EDRS PRICE MF-$0.45 HC-$12.48 315P.

DESCRIPTORS- *LINGUISTICS, *MASS MEDIA, *MEDIA RESEARCH, AUDIOLINGUAL METHODS, AUDIOVISUAL AIDS, BEHAVIORAL SCIENCES, BLOOMINGTON, CONCEPT FORMATION, CONCEPT TEACHING, INDIANA, INSTRUCTIONAL AIDS,

THE USE OF PICTORIAL SYMBOLS IN THE COMMUNICATIVE PROCESS WAS EXAMINED TO ENHANCE ASSOCIATED TEACHING AND LEARNING CONCEPTS. THE ANALYSIS WAS APPROACHED BY PROVIDING EMPIRICAL DATA ON CONCEPT FORMATION, SEMIOTICS, AND THE COMPARATIVE-DEVELOPMENTAL APPROACH. ACTIVITIES INCLUDED--(1) EXAMINATION OF THE RESEARCH IN THE PICTORIAL AND MEDIA REALMS, (2) PRESENTATION OF A METALANGUAGE FOR CATEGORY DESCRIPTION, (3) COMPARISON OF WORDS AND PICTURES AS LINGUISTIC PHENOMENA AND WORDS AND PICTURES WITHIN CONCEPT ATTAINMENT, AND (4) DEVELOPMENT OF STRATEGIES TO OVERCOME THE DIFFICULTIES OF PICTORIAL RESEARCH. CONCLUSIONS SHOW POSSIBILITIES FOR EXTENDING CROSS-DISCIPLINARY DESCRIPTIVE WORK ON QUESTIONS IN THE REALM OF PICTORIAL COMMUNICATIONS. (RS)

ED 003 113 24

NAEB TECHNICAL REPORT ON THE IMPACT OF AIRBORNE TELEVISION TRANSMISSION ON LAND-BASED UHF TELEVISION ASSIGNMENT PLANS.
BY- BRONSON, VERNON AND OTHERS
NATIONAL ASSN. OF EDUCATIONAL BROADCASTERS
REPORT NUMBER NDEA-VIIB-292-4 PUB DATE APR 64
CONTRACT OEC-2-16-027
EDRS PRICE MF-$0.09 HC-$1.76 44P.

DESCRIPTORS- *AIRBORNE TELEVISION, *ASSIGNMENTS, *COMPUTER ORIENTED PROGRAMS, *EDUCATIONAL TELEVISION, *EQUIPMENT STANDARDS, BROADCAST TELEVISION, COMPUTERS, DISTRICT OF COLUMBIA, MIDWEST PROGRAM ON AIRBORNE TELEVISION INSTRUCTION (MPATI), OPEN CIRCUIT TELEVISION, STANDARDS, TELEVISION,

OPERATIONAL EFFECTS OF AIRBORNE EDUCATIONAL TELEVISION ON ULTRAHIGH FREQUENCY (UHF) TELEVISION ASSIGNMENTS ON LAND WERE INVESTIGATED. SPECIFICALLY, THE EFFORT RELATED TO EXPANSION PLANS OF THE MIDWEST PROGRAM ON AIRBORNE TELEVISION INSTRUCTION (MPATI). PREVIOUS STUDIES BY THE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS (NAEB) LED TO THE DEVELOPMENT OF COMPUTER PROGRAMS WHICH WERE USED IN PRESCRIBING A UHF ASSIGNMENT TABLE. THE SPEED OF THE COMPUTER AND ACCESSIBILITY OF DATA IN THE COMPUTER PROGRAM MADE IT PRACTICAL TO DETERMINE THE IMPACT OF THE PROPOSED MPATI EXPANSION IN TWO CONTEXTS--(1) BY USING NEW STANDARDS WHICH MPATI HAD RECOMMENDED, AND (2) BY USING STANDARDS DEVELOPED BY NAEB ENGINEERS. THE COMPUTER WAS PROGRAMED TO PRINT OUT THE LOCATION AND CHANNEL NUMBER OF ASSIGNMENTS WHICH WOULD HAVE TO BE DELETED IF MPATI PROPAGATION CURVES WERE ADOPTED, AND THOSE WHICH WOULD HAVE TO BE DELETED IF NAEB STANDARDS WERE ADOPTED. THE STUDY INDICATED THAT NO FEWER THAN 60 CHANNELS WOULD BE AFFECTED BY THE MPATI PROPOSAL. FOR THE NAEB PLAN, 83 CHANNELS WOULD BE INVOLVED. IF NEW STANDARDS PROPOSED BY THE MPATI WERE USED, AS MANY AS 46 PROPOSED ASSIGNMENTS WOULD NEED TO BE DELETED. (JC)

ED 003 114 64

A REPORT OF A STUDY OF NATIONWIDE ASSIGNMENTS OF TELEVISION CHANNELS FOR MAXIMUM SERVICE AND EFFICIENCY BY THE USE OF ELECTRONIC DIGITAL COMPUTER METHODS.
BY- BRONSON, VERNON AND OTHERS
NATIONAL ASSN. OF EDUCATIONAL BROADCASTERS
REPORT NUMBER NDEA-VIIB-292-3 PUB DATE 6
CONTRACT OEC-2-16-027
EDRS PRICE MF-$0.18 HC-$4.00 100P.

DESCRIPTORS- *BROADCAST TELEVISION, *COMPUTER PROGRAMS, *TELEVISED INSTRUCTION, COMPUTERS, DISTRICT OF COLUMBIA, EDUCATIONAL TELEVISION, FEDERAL COMMUNICATIONS COMMISSION (FCC), OPEN CIRCUIT TELEVISION, TELEVISION, TELEVISION SURVEYS,

THE OBJECTIVE OF THIS STUDY WAS TO DEMONSTRATE THE EFFICIENCY AND EFFECTIVENESS OF USING COMPUTER METHODS IN ESTABLISHING LOCATIONS OF ULTRAHIGH FREQUENCY TELEVISION BROADCASTING CENTERS. THE STUDY IS A FOLLOWUP TO A PREVIOUS SURVEY WHICH INDICATED THE NEED FOR EDUCATIONAL TELEVISION CHANNELS IN ADDITION TO THOSE AVAILABLE UNDER THE EXISTING TABLE OF ALLOCATIONS. A PROPOSED TABLE OF ASSIGNMENTS WAS DEVELOPED THROUGH THE STUDY, AND IS DESCRIBED AS ONE OF THE BEST ARRANGEMENTS POSSIBLE TO PROVIDE SERVICE FOR ALL TELEVISION BROADCAST NEEDS. ONE OF THE MORE IMPORTANT RESULTS OF THE STUDY IS THAT OVER TWICE THE NUMBER OF USABLE CHANNELS HAS BEEN ADDED TO THE FEDERAL COMMUNICATION COMMISSIONS'S TABLE OF ASSIGNMENTS. MOST OF THESE CHANNELS HAVE BEEN PLACED WERE THEY ARE NEEDED. BY ADHERING TO RULES AND STANDARDS OF

THE FCC, THE PROPOSED CHANNELS WILL NOT DISTURB ANY OF THE PRESENTLY ACTIVE STATIONS. IT IS RECOMMENDED THAT THE FCC USE THE TABLE OF ASSIGNMENTS PRODUCED BY COMPUTER AS A BASIS FOR REALLOCATION AND FOR EXPANSION OF THE PRESENT TABLE TO MEET PRESENT AND FUTURE BROADCAST NEEDS. (JC)

ED 003 115 64

PRACTICES OF STATE DEPARTMENTS OF EDUCATION IN NEW EDUCATIONAL MEDIA/AUDIOVISUAL EDUCATION DURING 1960-61, FINAL REPORT, VOLUME 2, APPENDIXES.
BY- NOEL, FRANCIS W. AND OTHERS
UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES
REPORT NUMBER NDEA-VIIB-106-VOL. 2 PUB DATE 63
EDRS PRICE MF-$0.36 HC-$10.60 265P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *AUDIOVISUAL PROGRAMS, *MEDIA RESEARCH, CALIFORNIA, EDUCATIONAL PLANNING, EDUCATIONAL POLICY, INSTRUCTIONAL INNOVATION, INTERVIEWS, LOS ANGELES, QUESTIONNAIRES, SAVES PROJECT, STATE LEGISLATION,

THIS DOCUMENT, PRESENTING APPENDIXES FOR A NATIONWIDE STUDY ON THE FUNCTIONS OF INDIVIDUAL STATE DEPARTMENTS OF EDUCATION IN DEVELOPING SCHOOL PROGRAMS IN AUDIOVISUAL AND OTHER MEDIA, WAS PREPARED AS A SUPPLEMENT TO PROJECT RESEARCH REPORT ED 003 116. IT INCLUDES--(1) A BIBLIOGRAPHY, (2) TWO RESEARCH PAPERS ON STATE FUNCTIONS AND LAWS RELEVANT TO THE USE OF EDUCATIONAL MEDIA, (3) AUDIOVISUAL RESEARCH DATA, (4) THE PROJECT QUESTIONNAIRE AND INTERVIEW SCHEDULE, AND (5) CRITICAL RESPONSES TO THESE WORKING PAPERS. (HB)

ED 003 116 64

PRACTICES OF STATE DEPARTMENTS OF EDUCATION IN NEW EDUCATIONAL MEDIA/AUDIOVISUAL EDUCATION DURING 1960-1961, FINAL REPORT, VOLUME 1, THE STUDY.
BY- NOEL, FRANCIS W. AND OTHERS
UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES
REPORT NUMBER NDEA-VIIB-106-VOL. 1 PUB DATE 63
CONTRACT OEC-SAE-9415
EDRS PRICE MF-$0.90 HC-$23.36 584P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *AUDIOVISUAL PROGRAMS, *EDUCATIONAL PLANNING, *EDUCATIONAL POLICY, *MEDIA RESEARCH, CALIFORNIA, INSTRUCTIONAL INNOVATION, INSTRUCTIONAL MATERIALS, INTERVIEWS, LOS ANGELES, QUESTIONNAIRES, SAVES PROJECT, STATE LEGISLATION,

A DESCRIPTION OF THE CURRENT PRACTICES AND ACTIVITIES OF THE 50 STATE DEPARTMENTS OF EDUCATION IN THE FIELDS OF NEW EDUCATIONAL MEDIA AND AUDIOVISUAL SERVICES WAS THE PURPOSE OF THE STUDY. SUMMARY INFORMATION WAS ACQUIRED TO ASSIST THE U.S. OFFICE OF EDUCATION AND THE CHIEF STATE SCHOOL OFFICERS IN PLANNING STATE ACTIVITIES RELATED TO NEW EDUCATIONAL MEDIA AND AUDIOVISUAL EDUCATION. THE INFORMATION IS PRESENTED IN THREE BROAD CATEGORIES--(1) A SUMMARY OF NATIONAL PATTERNS OF ACTIVITIES IN STATE DEPARTMENTS OF EDUCATION, (2) INDIVIDUAL DESCRIPTIVE REPORTS OF EACH STATE'S ACTIVITIES, AND (3) COMMENTS AND OBSERVATIONS IN REFERENCE TO THE ROLE OF STATE DEPARTMENTS OF EDUCATION IN NEW MEDIA AND AUDIOVISUAL EDUCATION ACTIVITIES. APPENDIXES OF THIS STUDY CAN BE FOUND IN ERIC DOCUMENT, ED 003 115. (HB)

ED 003 117 64

TELEVISION UTILIZATION PROJECT DEMONSTRATION KIT 5, A CASE STUDY IN THE ELEMENTARY SCHOOL.
BY- TETTEMER, CLAIR R.
NATIONAL ASSN. OF EDUCATIONAL BROADCASTERS
REPORT NUMBER NDEA-VIIB-096A-5 PUB DATE 64
EDRS PRICE MF-$0.18 HC-$2.60 65P.

DESCRIPTORS- *AUDIOVISUAL INSTRUCTION, *CURRICULUM GUIDES, *EDUCATIONAL TELEVISION, *INSERVICE TEACHER EDUCATION, *TELEVISED INSTRUCTION, DISTRICT OF COLUMBIA, ELEMENTARY SCHOOL TEACHERS, GENERAL SCIENCE, TEXAS,

AN OPERATING MANUAL FOR PART FIVE OF A SIX-PART SERIES OF KITS DESIGNED TO IMPROVE THE USE OF TELEVISION AS AN INTEGRAL PART OF THE LEARNING PROCESSES IN ELEMENTARY AND SECONDARY SCHOOLS IS PRESENTED. EACH KIT CONTAINS A FILM AND SUPPORTING SUPPLEMENTARY RESOURCE MATERIAL. SEQUENTIAL VIEWING OF THE SERIES IS NOT REQUIRED AS EACH KIT IS SELF-SUFFICIENT. THE KITS ARE PLANNED PRIMARILY FOR INSERVICE AND PRESERVICE USE. THE MATERIAL IS PRESENTED AT A LEVEL COMPREHENSIBLE TO BEGINNING TEACHERS AND TEACHERS-IN-TRAINING AS WELL AS TEACHERS EXPERIENCED IN A VARIETY OF INSTRUCTIONAL PROCEDURES BUT WHO ARE UNACCUSTOMED TO TELEVISION ASSISTANCE. IT MAY ALSO BE OF USE TO ADMINISTRATORS WHO ARE EXPLORING THE FEASIBILITY OF INSTRUCTIONAL TV OR WHO HAVE RECENTLY IMPLEMENTED ITS USE. EMPHASIS IS PLACED UPON THE RANGE AND VARIETY OF TV'S CONTRIBUTIONS TO MANY SUBJECT AREAS. THE CRITICAL ROLE OF THE CLASSROOM TEACHER AS A CATALYST IS STRESSED. A SERIES OF STEPS TO BE ACCOMPLISHED ON EACH OF THE 3 DAYS PRIOR TO THE SHOWING TO PRODUCE MAXIMUM PUPIL RECEPTION IS OUTLINED. (HS)

ED 003 118 64

EVALUATIVE EVIDENCE ON THE TEXAS INSTRUCTIONAL MEDIA PROJECT.
BY- HASKEW, L.D. AND OTHERS
TEXAS UNIV., AUSTIN
REPORT NUMBER NDEA-VIIB-098A PUB DATE 63
EDRS PRICE MF-$0.27 HC-$7.04 176P.

DESCRIPTORS- *DEMONSTRATION PROJECTS, *INFORMATION UTILIZATION, *INSTRUCTIONAL MATERIALS, *PROGRAM EVALUATION, *RESOURCE CENTERS, AUSTIN, DEMONSTRATION CENTERS, EDUCATIONAL PROGRAMS, INFORMATION DISSEMINATION, QUESTIONNAIRES, SURVEYS, TEXAS, TEXAS INSTRUCTIONAL MEDIA PROJECT (TIMP),

THE MAJOR OBJECTIVE OF THIS STUDY WAS TO APPRAISE THE EFFECTIVENESS OF THE 1961-62 TEXAS INSTRUCTIONAL MEDIA PROJECT (TIMP). THREE DISTINCT BUT INTERRELATED SURVEYS WERE INITIATED. SURVEY "A" COLLECTED EVIDENCE ON THE TOTAL IMPACT OF TIMP UPON SCHOOL PRACTICES AND STUDENTS RECEIVING INSTRUCTION. SURVEY "B" WAS CONDUCTED SIMULTANEOUSLY AND APPRAISED ELEMENTS OF TIMP PROCEDURE. SURVEY "C" WAS CONDUCTED BY A SMALL FACULTY GROUP WHICH APPRAISED THE INSTRUMENTS USED. THIS REPORT DESCRIBES TIMP AND ANALYZES THE IMPACT OF THE PROJECT ON EDUCATIONAL MEDIA UTILIZATION IN TEXAS. IMPROVEMENTS IN METHODS OF EVALUATING THIS OR SIMILAR PROGRAMS ARE SUGGESTED. SAMPLE QUESTIONNAIRES USED IN THE VARIOUS SURVEYS ARE INCLUDED. (WB)

ED 003 119 24

INTERNATIONAL SEMINAR ON INSTRUCTIONAL TELEVISION, OCTOBER 8-18, 1961.
BY- SEIBERT, WARREN F. AND OTHERS
PURDUE UNIV., LAFAYETTE, IND.
REPORT NUMBER NDEA-VIIB-087 PUB DATE 61
CONTRACT OEC-SAE-9429
EDRS PRICE MF-$0.36 HC-$8.72 218P.

DESCRIPTORS- *EDUCATIONAL TELEVISION, *INSTRUCTIONAL TELEVISION, *SEMINARS, *TELEVISION CURRICULUM, *WORKSHOPS, INDIANA, INSTRUCTIONAL INNOVATION, INTERNATIONAL EDUCATION, LAFAYETTE,

VARIOUS MAJOR DEVELOPMENTS IN INTERNATIONAL INSTRUCTIONAL TELEVISION WERE PRESENTED FROM THE UNITED KINGDOM, FRANCE, JAPAN, CANADA, UNITED STATES, AND ITALY. ALSO, SEVERAL PAPERS DISCUSSED (1) PROBLEMS, FUNCTIONS, AND TRENDS, (2) THE IMPACT OF INSTRUCTIONAL TELEVISION ON THE CLASSROOM TEACHER, (3) PRODUCTION FACILITIES AND EQUIPMENT, (4) EDUCATIONAL, PSYCHOLOGICAL, AND COMMUNICATIONS RESEARCH, AND (5) SPECIAL USES OF TELEVISION IN EDUCATION. REPORTS AND RECOMMENDATIONS OF WORKING GROUPS AND COMMITTEES WERE ALSO INCLUDED. (HB)

ED 003 120 64

PLANNING AND DISSEMINATION CONFERENCE ON NOVEL STRATEGIES AND TACTICS FOR FIELD STUDIES OF NEW EDUCATIONAL MEDIA DEMONSTRATIONS.
BY- EBOCH, SIDNEY C. AND OTHERS
OHIO STATE UNIV., COLUMBUS, RESEARCH FOUNDATION
REPORT NUMBER NDEA-VIIB-535 PUB DATE 65
REPORT NUMBER RF-2001
CONTRACT OEC-5-16-009
EDRS PRICE MF-$0.27 HC-$7.40 185P.

DESCRIPTORS- *CONFERENCES, *CONSULTANTS, *DEMONSTRATION PROGRAMS, *EDUCATIONAL STRATEGIES, *MEDIA RESEARCH, *RESEARCH METHODOLOGY, COLUMBUS, EDUCATIONAL RESEARCH, OHIO, RESEARCH PROJECTS, WORTHINGTON,

THE CONFERENCE REPORTED IN THE STUDY WAS HELD MAY 10-12, 1965, AT WORTHINGTON, OHIO. THE CONFERENCE TOPICS ORIGINATED FROM A DISCUSSION OF THE DISPARITY BETWEEN RESEARCH AND PRACTICE IN EDUCATION. IT WAS FOCUSED ON THE SPECIFIC PROBLEM OF CONDUCTING FIELD STUDIES INVOLVING NEW EDUCATIONAL MEDIA DEMONSTRATIONS. A SERIES OF PAPERS WAS DEVELOPED FOR PRESENTATION AT THE CONFERENCE. FOLLOWING THE PRESENTATIONS, GROUP DISCUSSIONS WERE HELD TO RELATE THE INFORMATION TO FIELD STUDY PROBLEMS. THE PAPERS PRESENTED WERE (1) CONTEXTUAL RESEARCH, (2) AESOP EDLING'S FABLE, (3) PUBLIC SCHOOL PROBLEMS RELATED TO FIELD RESEARCH AND DEMONSTRATION OF NEW EDUCATION MEDIA, (3) QUASI-EXPERIMENTATION IN EDUCATIONAL SETTINGS, (4) SYSTEM DEVELOPMENT AND INNOVATION IN EDUCATION, (5) INNOVATIONS-RESEARCH DESIGN AND FIELD STUDIES, AND (6) KEEPING AN EYE ON THE TEACHER COMMENTS ON CLASSROOM OBSERVING. A SMALL GROUP OF OBSERVERS OBSERVED THE CONFERENCE AND SUMMARIZED THE CONFERENCE FINDINGS. (HB)

ED 003 121 64

REPORT OF THE NAEB STUDY ON THE PROPOSED EXPANSION OF THE MIDWEST PROGRAM ON AIRBORNE TELEVISION INSTRUCTION.
BY- BRONSON, VERNON AND OTHERS
NATIONAL ASSN. OF EDUCATIONAL BROADCASTERS
REPORT NUMBER NDEA-VIIB-292-2 PUB DATE MAR 64
CONTRACT OEC-2-16-027
EDRS PRICE MF-$0.18 HC-$2.84 71P.

DESCRIPTORS- *AIRBORNE TELEVISION, *ASSIGNMENTS, *COMPUTER ORIENTED PROGRAMS, *COMPUTERS, BROADCAST TELEVISION, DISTRICT OF COLUMBIA, EDUCATIONAL TELEVISION, EQUIPMENT STANDARDS, MISWEST PROGRAM ON AIRBORNE TELEVISION INSTRUCTION (MPATI), OPEN CIRCUIT TELEVISION, STANDARDS, TELEVISION,

A TECHNICAL REPORT WAS PREPARED COVERING THE IMPACT OF AIRBORNE TELEVISION TRANSMISSION ON LAND-BASED UHF TELEVISION ASSIGNMENT PLANS. THE REPORT RELATED TO THE PROPOSED EXPANSION PLANS OF THE MIDWEST PROGRAM ON AIRBORNE TELEVISION INSTRUCTION (MPATI). EARLIER STUDIES BY THE NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS (NAEB) HAD LED TO THE DEVELOPMENT OF COMPUTER PROGRAMS WHICH WERE USED IN PRESCRIBING A NEW UHF ASSIGNMENT TABLE. IT WAS THROUGH THE COMPUTER PROGRAM THAT THE IMPACT OF THE PROPOSED MPATI PLANS WAS DETERMINED FOR TWO STANDARDS--(1) MPATI STANDARDS, AND (2) THE ONES DEVELOPED BY NAEB ENGINEERS. IT WAS DETERMINED THAT NO FEWER THAN 60 CHANNELS WOULD BE AFFECTED IN THE MPATI PROPOSAL. UNDER THE NAEB PLAN, 83 CHANNELS WOULD BE AFFECTED. THE NAEB RECOMMENDED CONSERVATION OF AVAILABLE CHANNELS AND THE PRESERVATION OF LOCAL CONTROL OF EDUCATION. IT WAS ALSO RECOMMENDED THAT NO MASS MODIFICATION OF FCC RULES REGARDING UHF PROPAGATION AND INTERFERENCE STANDARDS BE MADE. (JC)

ED 003 122 64

IMPROVING THE LEARNING ENVIRONMENT, A STUDY ON THE LOCAL PREPARATION OF VISUAL INSTRUCTIONAL MATERIALS.
BY- FARIS, GENE AND OTHERS
INDIANA UNIV., BLOOMINGTON
REPORT NUMBER NDEA-VIIB-086-1 PUB DATE 63
REPORT NUMBER OE-34031
REPORT NUMBER CIRCULAR-718
CONTRACT OEC-SAE-9064
EDRS PRICE MF-$0.27 HC-$6.28 157P.

DESCRIPTORS- *EDUCATIONAL ENVIRONMENT, *EFFECTIVE TEACHING, *INSTRUCTIONAL MATERIALS, *PROGRAM DEVELOPMENT, *TEACHING GUIDES, AUDIOVISUAL AIDS, BLOOMINGTON, CASE STUDIES, CLASSROOM ENVIRONMENT, EDUCATIONAL FACILITIES, INDIANA, TEACHER ATTITUDES, TEACHING TECHNIQUES,

THIS INVESTIGATION DEVELOPED A GUIDE TO AID IN IMPROVING TEACHER EFFECTIVENESS. IT SHOULD ASSIST ADMINISTRATORS AND SUPERVISORS TO INITIATE AND EXPAND PROGRAMS FOR THE PRODUCTION OF VISUAL INSTRUCTIONAL MATERIALS. IT REPORTED ON THE NATIONAL STATUS OF LOCAL PROGRAMS DEVELOPED AND PROVIDED CASE STUDIES ON OUTSTANDING ONES. TEACHER OPINIONS AND SPECIFIC RECOMMENDATIONS WERE INCLUDED FOR INITIATING AND EXPANDING LOCAL PRODUCTION PROGRAMING. (RS)

ED 003 123 64

A PROJECT FOR THE DISSEMINATION OF INFORMATION ON NEW EDUCATIONAL MEDIA BY TEACHER DEMONSTRATION TEAMS.
BY- KINNIELL, WILLIAM T. AND OTHERS
TEXAS EDUCATION AGENCY, AUSTIN
REPORT NUMBER NDEA-VIIB-098 PUB DATE 63

CONTRACT OEC-2-16-024
EDRS PRICE MF-$0.18 HC-$4.32 108P.

DESCRIPTORS- *CLASS ACTIVITIES, *CLASSROOM TECHNIQUES, *INSTRUCTIONAL MATERIALS, *TEACHER QUALIFICATIONS, *TEACHERS, AUDIOVISUAL INSTRUCTION, AUSTIN, CLASSROOM MATERIALS, INSTRUCTIONAL AIDS, TEXAS,

CLASSROOM TEACHERS CAN ACHIEVE COMPETENCY IN UTILIZING MEDIA, BOTH THE MECHANICAL SKILL OF MANIPULATION AND THE PROFESSIONAL SKILL OF SUCCESSFUL INTEGRATION OF MEDIA WITH CLASSROOM ACTIVITY, DURING A BRIEF, INTENSIVE PERIOD OF INSTRUCTION. THIS PERIOD OF INSTRUCTION REQUIRES AN APPROPRIATELY TRAINED STAFF, FACILITIES, AND CLEARLY DEFINED OBJECTIVES. (LP)

ED 003 124 64

UHF TELEVISION CHANNEL ASSIGNMENT PLAN, REPORT OF THE NAEB STUDY TO DEVELOP A UHF ASSIGNMENT PLAN USING DIGITAL COMPUTER METHODS.
BY- BRONSON, VERNON AND OTHERS
NATIONAL ASSN. OF EDUCATIONAL BROADCASTERS
REPORT NUMBER NDEA-VIIB-292-5 PUB DATE OCT 63
CONTRACT OEC-2-16-027
EDRS PRICE MF-$0.27 HC-$5.32 133P.

DESCRIPTORS- *BROADCAST TELEVISION, *COMPUTERS, *EDUCATIONAL TELEVISION, *TELEVISED INSTRUCTION, COMPUTER PROGRAMS, DISTRICT OF COLUMBIA, FEDERAL COMMUNICATIONS COMMISSION (FCC), OPEN CIRCUIT TELEVISION, TELEVISION, TELEVISION RESEARCH, TELEVISION SURVEYS,

THE PURPOSE OF THIS STUDY WAS TO DEMONSTRATE THE EFFICIENCY AND EFFECTIVENESS OF USING DIGITAL COMPUTER METHODS TO ESTABLISH AN ULTRAHIGH FREQUENCY UHF ASSIGNMENT PLAN. THE STUDY FOLLOWS UP A PREVIOUS NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS (NAEB) SURVEY WHICH INDICATED THE NEED FOR FUTURE EDUCATIONAL TELEVISION CHANNELS BEYOND THOSE AVAILABLE UNDER THE EXISTING TABLE OF ALLOCATIONS. A PROPOSED TABLE OF ASSIGNMENTS WAS DEVELOPED THROUGH THE USE OF THE COMPUTER. IT IS DESCRIBED AS ONE OF THE BEST ARRANGEMENTS POSSIBLE, PROVIDING EQUITABLE SERVICE FOR ALL TELEVISION BROADCAST NEEDS. OVER TWICE THE NUMBER OF USABLE CHANNELS HAVE BEEN ADDED TO THE FEDERAL COMMUNICATIONS COMMISSION (FCC) TABLE OF ASSIGNMENTS. THE NAEB RECOMMENDED THAT FCC ADOPT THE NEW TABLE OF ASSIGNMENTS, WITH THE UNDERSTANDING THAT THE RESERVED CHANNELS IN THE REPORT PROVIDE ONLY FOR MINIMUM EDUCATIONAL NEEDS. THE NAEB REPORT ALSO RECOMMENDED THAT THE FCC ACCEPT THE RECORDED DATA, WHICH ARE AVAILABLE FOR THE COMMISSION'S USE, AND THAT THE INFORMATION BE USED AS THE BASIS FOR PERIODIC REEXAMINATION AND POSSIBLE REALLOCATION OF UNOCCUPIED CHANNELS. (JC)

ED 003 125 64

A STUDY TO EXPLORE THE ROLE AND FEASIBILITY OF A REGIONAL EDUCATIONAL COMMUNICATIONS CENTER.
BY- TANZMAN, JACK AND OTHERS
PLAINVIEW-OLD BETHPAGE PUB. SCHOOLS, PLAINVIEW, N.Y
REPORT NUMBER NDEA-VIIB-353 PUB DATE JUN 64
CONTRACT OEC-3-16-042
EDRS PRICE MF-$0.54 HC-$14.64 366P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *COMMUNICATIONS, *INSTRUCTIONAL MATERIALS, *MASS MEDIA, *SCHOOL DISTRICTS, CURRICULUM DEVELOPMENT, EDUCATIONAL RESEARCH, NEW YORK, PILOT PROJECTS, PLAINVIEW, RESOURCE CENTERS, RESOURCE MATERIALS,

A REGIONAL EDUCATIONAL COMMUNICATIONS CENTER TO SERVICE THE NEEDS OF SEVERAL DISTRICTS WAS STUDIED. THE PURPOSE WAS TO MAKE AVAILABLE EQUIPMENT TO RUN PILOT PROGRAMS UNDER LABORATORY CONDITIONS. SUCH A CENTER WOULD BRING STUDENTS FOR TEST PROGRAMS, AND WOULD PROVIDE A STAFF THAT COULD GO OUT INTO VARIOUS DISTRICTS AND TEST THE PROGRAMS UNDER CLASSROOM SITUATIONS. ALSO, IT COULD MAINTAIN ITSELF IN THE FOREFRONT OF EDUCATIONAL RESEARCH AND CURRICULUM DEVELOPMENT IN MANY DIVERSE FIELDS. LITERATURE, RESEARCH, TRAVEL TO KEY AREAS OF THE UNITED STATES, INTERVIEWS, AND QUESTIONNAIRES WERE THE DATA-GATHERING METHODOLOGY. AN EIGHT-MEMBER ADVISORY BOARD WAS FORMED CONSISTING OF THE SUPERINTENDENTS OF LOCAL SCHOOL DISTRICTS. ON MAY 27 AND 28, 1964, A CONFERENCE OF EXPERTS MET IN PALO ALTO, CALIFORNIA, TO EXAMINE THE FEASIBILITY OF THE INVESTIGATORS' FINDINGS. THE RESULTS AND RECOMMENDATIONS ARE REPORTED. (HB)

ED 003 126 64

TRAVELING SEMINAR AND CONFERENCE FOR THE IMPLEMENTATION OF EDUCATIONAL INNOVATIONS.
BY- RICHLAND, MALCOLM
SYSTEM DEVELOPMENT CORP., SANTA MONICA, CALIF.
REPORT NUMBER NDEA-VIIB-357 PUB DATE 25 OCT 65
REPORT NUMBER TM-2691
EDRS PRICE MF-$0.27 HC-$5.76 144P.

DESCRIPTORS- *EDUCATION, *FIELD INSTRUCTION, *INNOVATION, ADMINISTRATIVE PERSONNEL, CALIFORNIA, CONFERENCES, EVALUATION, EXTENSION EDUCATION, INFORMATION DISSEMINATION, INSTRUCTIONAL INNOVATION, SANTA MONICA, SEMINARS, TEACHERS,

THE EFFECTIVENESS OF THE FIELD EXTENSION SERVICE CONCEPT AS A METHOD FOR DISSEMINATING INFORMATION CONCERNING EDUCATIONAL INNOVATIONS WAS TESTED. A REGIONAL TRAVELING SEMINAR AND CONFERENCE WAS DESIGNED TO ASSESS THE EFFECTS OF FIELD SITE VISITS AND DEMONSTRATIONS OF INNOVATIVE PRACTICES IN OPERATIONAL SCHOOL SITUATIONS UPON PARTICIPATING EDUCATORS. PROCEDURES FOR ITS ACCOMPLISHMENT INCLUDED (1) SELECTION AND ORGANIZATION OF TOUR LEADERS, (2) CHOICE OF SCHOOL SITES TO BE VISITED, (3) SELECTION OF PARTICIPATING EDUCATORS, (4) CONDUCT OF THE SEMINAR AND CONFERENCE, AND (5) FOLLOWUP 1 YEAR LATER IN ORDER TO ASSESS CHANGES IN INNOVATIONAL BEHAVIOR AT THE SCHOOL DISTRICTS PREVIOUSLY VISITED. THE FOLLOWING CONCLUSIONS WERE DRAWN--(1) THE TRAVELING SEMINAR AND CONFERENCE (A FIELD SERVICE CONCEPT) IS A HIGHLY EFFECTIVE DISSEMINATION METHOD FOR STIMULATING AND FACILITATING EDUCATIONAL INNOVATION, (2) THERE ARE MEASURABLE ATTRIBUTES OF SCHOOL DISTRICTS, (3) THE ATTITUDE OF THE LOCAL SUPERINTENDENT OF SCHOOLS TOWARD INNOVATION IS AN IMPORTANT VARIABLE IN THE INTRODUCTION OF INNOVATIONS IN SCHOOL DISTRICTS. RECOMMENDATIONS EVOLVING FROM THE PROJECT WERE--(1) THIS TECHNIQUE SHOULD BE EXPANDED AND ACTIVELY SUPPORTED BY ADEQUATE FINANCIAL RESOURCES AS AN EFFECTIVE DISSEMINATION ACTIVITY, (2) THIS TECHNIQUE SHOULD BE CONSIDERED FOR INCORPORATION IN THE DISSEMINATION PROGRAMS OF THE REGIONAL LABORATORIES, (3) SPECIFIC GUIDELINES FOR PLANNING AND ORGANIZING SHOULD BE INCORPORATED, AND (4)

SUBSTANTIAL EXPANSION OF PRESENT LIMITED RESEARCH EFFORTS SHOULD BE DEVOTED TO PLANNED CHANGE IN EDUCATION. (HB)

ED 003 127 64

THE DEVELOPMENT OF A PACKAGED PROGRAM DESIGNED TO ENABLE TEACHERS TO CARRY ON THEIR INSERVICE AND AUDIOVISUAL EDUCATION, FINAL REPORT.
BY- WILLIAMS, CATHARINE M. AND OTHERS
OHIO STATE UNIV., COLUMBUS, RESEARCH FOUNDATION
REPORT NUMBER NDEA-VIIB-354 PUB DATE 1 SEP 65
REPORT NUMBER RF-1683
CONTRACT OEC-3-16-035
EDRS PRICE MF-$0.36 HC-$9.28 232P.

DESCRIPTORS- *AUDIOVISUAL INSTRUCTION, *INSERVICE TEACHER EDUCATION, *TEACHER WORKSHOPS, *TEACHING GUIDES, *TEACHING TECHNIQUES, AUDIOVISUAL PROGRAMS, AUTOINSTRUCTIONAL AIDS, COLUMBUS, OHIO, OVERHEAD PROJECTORS, TEACHER EDUCATION, TEACHING, TEACHING PROGRAMS, WORKSHOPS,

A PROJECT WAS UNDERTAKEN TO DEVELOP A SERIES OF PACKAGED, INTEGRALLY RELATED, SELF-ADMINISTRABLE WORKSHOPS WHICH COULD BE USED BY TEACHERS FOR INSERVICE AUDIOVISUAL EDUCATION. EACH WORKSHOP PROGRAM WAS PRODUCED AROUND A PARTICULAR TOPIC, FOR EXAMPLE, OVERHEAD PROJECTION. THE PROGRAMS WERE LATER TESTED, REVISED, AND EVALUATED IN SAMPLE SCHOOLS. EACH PROGRAM WAS PACKAGED IN TWO PORTABLE KITS, ONE CONTAINING INFORMATION AND GUIDANCE FOR THE SCHOOL PRINCIPAL AND THE OTHER CONTAINING MATERIALS AND GUIDANCE FOR CONDUCTING A PARTICULAR WORKSHOP IN A SAMPLE SCHOOL. IT WAS CONCLUDED THAT THE PROJECT WAS HIGHLY SUCCESSFUL, BEING ESPECIALLY HELPFUL FOR TEACHERS WHO NEEDED TRAINING IN AUDIOVISUAL MEDIA AND METHODS. ADMINISTRATIVE AND TEACHING PERSONNEL REMARKED THAT THE PROGRAMS FOSTERED FEELINGS OF SELF-CONFIDENCE BECAUSE A FELLOW TEACHER (THE LEADER) DEMONSTRATED MASTERY OF EACH SUBJECT PRESENTED. THE AUTHOR POINTS OUT THAT THE PROJECT DEMONSTRATED THAT IT IS POSSIBLE TO TAKE AN AREA OF INSTRUCTION, BREAK IT DOWN INTO TEACHABLE UNITS, ASSEMBLE THE MATERIALS FOR TEACHING, PROVIDE GUIDANCE FOR USING THE MATERIALS, TEST THE RESULTS, REVISE THE PROGRAM IN LIGHT OF FEEDBACK FROM THE FIELD, AND END WITH A HIGHLY USEFUL, SELF-ADMINISTRABLE PROGRAM. (JC)

ED 003 128 64

A PROJECT FOR THE IMPROVED USE OF NEWER EDUCATIONAL MEDIA IN ELEMENTARY SCHOOL MATHEMATICS.
BY- ZANT, JAMES H. AND OTHERS
OKLAHOMA STATE UNIV., STILLWATER, AGRIC.-APPL.SCI.
REPORT NUMBER NDEA-VIIB-452 PUB DATE 31 AUG 65
CONTRACT OEC-4-16-016
EDRS PRICE MF-$0.09 HC-$2.12 53P.

DESCRIPTORS- *CONFERENCES, *ELEMENTARY EDUCATION, *INSTRUCTIONAL MATERIALS, *MATHEMATICS MATERIALS, *PROGRAMED INSTRUCTION, CONSULTANTS, COURSE OBJECTIVES, EDUCATIONAL PROBLEMS, EVALUATION METHODS, MEDIA SPECIALISTS, OKLAHOMA, PROGRAM DEVELOPMENT, STILLWATER,

THE PURPOSE OF THIS PROJECT WAS TO RELATE ELEMENTARY SCHOOL MATHEMATICS TO EDUCATIONAL MEDIA BY IDENTIFYING THE OBJECTIVES, CONCERNS, AND PROBLEMS OF THIS AREA, AND PROVIDING SPECIFICATIONS AND RECOMMENDATIONS FOR THE USE AND DEVELOPMENT OF NEWER EDUCATIONAL MEDIA. TWO POSITIONAL CONFERENCES WERE HELD WITH EXTENSIVE POSITIONAL PAPERS PREPARED BY SPECIALISTS IN EACH AREA. GROUP DISCUSSIONS WERE CONDUCTED BY THE PARTICIPANTS AND "GROUP POSITIONS" REACHED. THE RECOMMENDATIONS WERE (1) TO PROVIDE OPPORTUNITIES FOR PERSONNEL TO OBTAIN EXPERIENCE IN THE DEVELOPMENT OF INSTRUCTIONAL SYSTEMS AND (2) TO DETERMINE A STRUCTURE FOR INTERACTION BETWEEN THEM AND SPECIALISTS. (RS)

ED 003 129 64

INTERDISCIPLINARY GRADUATE PROGRAMS IN COMMUNICATIONS, A DESCRIPTIVE STUDY.
BY- HOLTZMAN, PAUL D. VANDERMEER, A.W.
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
REPORT NUMBER NDEA-VIIB-375 PUB DATE 65
CONTRACT OEC-3-16-029
EDRS PRICE MF-$0.18 HC-$4.88 122P.

DESCRIPTORS- *COMMUNICATIONS, *GRADUATE STUDY, *INTEGRATED ACTIVITIES, *INTERSCHOOL COMMUNICATION, *PROGRAM EVALUATION, AUDIOVISUAL PROGRAMS, INSTRUCTIONAL PROGRAMS, NATIONAL SURVEYS, PENNSYLVANIA, UNIVERSITY PARK,

THE RELATIONSHIPS BETWEEN VARIOUS ASPECTS OF INTERDISCIPLINARY GRADUATE PROGRAMS IN COMMUNICATION AND THE SPECIALISTS WHO ARE IN THE FIELD WERE STUDIED. LEADERS IN THIS FIELD WERE CALLED UPON FOR GUIDANCE AND ASSESSMENT OF GRADUATE PROGRAMS IN COMMUNICATIONS. DATA WERE GATHERED FROM (1) A SURVEY OF LITERATURE, (2) PRELIMINARY DATA FROM INSTITUTIONS, (3) REQUESTS FOR FURTHER DATA ON PROGRAMS, AND (4) STUDY TEAMS FOR INTERVIEW WITH SELECTED PROGRAMS. THE SAMPLE REVIEWED WAS 14 PROGRAMS WHICH WERE CONCERNED WITH ALL ASPECTS OF COMMUNICATION. (RS)

ED 003 130 64

A SURVEY OF VISUAL AIDS IN SCHOOLS AND CLASSES FOR THE DEAF IN THE UNITED STATES.
BY- SCHEIN, JEROME D. KUBIS, JOHN J.
GALLAUDET COLLEGE, WASHINGTON, D.C.
REPORT NUMBER NDEA-VIIB-200 PUB DATE OCT 62
EDRS PRICE MF-$0.18 HC-$4.32 108P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *DEAF EDUCATION, *INSTRUCTIONAL MATERIALS, *NATIONAL SURVEYS, *QUESTIONNAIRES, ADMINISTRATIVE PERSONNEL, AURALLY HANDICAPPED, CLASSROOM MATERIALS, DISTRICT OF COLUMBIA, EDUCATIONAL FINANCE, INSTRUCTIONAL AIDS, TEACHER EDUCATION,

INFORMATION CONCERNING VISUAL PRESENTATION DEVICES, THEIR USE IN THE EDUCATION OF THE DEAF, AND THEIR SPECIAL PROBLEMS WERE SURVEYED. QUESTIONNAIRES WERE SENT TO ALL SCHOOLS AND CLASSES FOR THE DEAF IN THE UNITED STATES DURING THE FALL SEMESTER OF 1961-62. THE RESPONSE WAS 55.9 PERCENT OF THE QUESTIONNAIRES MAILED. INTERVIEWS WERE HELD WITH A NUMBER OF SUPERINTENDENTS AND OTHER ADMINISTRATORS. PROGRAMS WERE RATED AND RESPONSES CODED TO ASSESS AND VALIDATE THE DATA RECEIVED. THE DATA REPRESENTED 73 PERCENT OF THE ENROLLED DEAF STUDENTS. THE SCHOOLS AND CLASSES WERE FOUND TO HAVE ADEQUATE FACILITIES AND FEW COMPLAINTS ON BUDGETS. VISUAL AID MATERIALS WERE SHOWN TO BE A PROBLEM AND SOMEWHAT SCARCE. ALSO, TEACHER TRAINING DESERVED CONSIDERATION FOR INSTRUCTION ON USE OF VISUAL AIDS. SUGGESTED APPROACHES TO

THESE PROBLEMS ARE THAT WORKSHOPS BE PLANNED AND SUPPORT FOR BETTER MATERIALS BE REQUESTED. (RS)

ED 003 131 64

A GUIDE FOR POLICYMAKERS, REPORT A--EDUCATIONAL FACILITIES WITH NEW MEDIA.
BY- GREEN, ALAN C. AND OTHERS
RENSSELAER POLYTECHNIC INST., TROY, N.Y.
REPORT NUMBER NDEA-VIIB-351 VOL. 1 PUB DATE DEC 65
CONTRACT OEC-316-031
EDRS PRICE MF-$0.18 HC-$2.60 65P.

DESCRIPTORS- *EDUCATIONAL FACILITIES, *EDUCATIONAL PLANNING, *MEDIA RESEARCH, *RESOURCE GUIDES, *SCHOOL ARCHITECTURE, ADMINISTRATIVE PERSONNEL, AUTOINSTRUCTIONAL AIDS, EDUCATIONAL POLICY, EDUCATIONAL RESEARCH, NEW YORK, SCHOOL CONSTRUCTION, TROY,

THE CONTENTS OF THIS REPORT PROVIDED GUIDELINES FOR PLANNING SCHOOL FACILITIES AND FOR MAKING DECISIONS ON ARCHITECTURAL MATTERS. IT IS DIRECTED PRIMARILY TO BOARDS, ADMINISTRATORS, PLANNING COMMITTEES, AND INSTITUTIONAL PLANNERS. DATA, DESIGN STUDIES, PREMISES, REACTIONS, AND CONCLUSIONS WERE COLLECTED AND ORGANIZED. THIS REPORT PROVIDES (1) DEFINITION AND REVIEW OF THE LEARNING MEDIA, (2) DISCUSSION OF CONCERNS, DIRECTIONS, AND INNOVATIONS, AND (3) PROGRAMING AND TRANSLATION OF NEEDS INTO A FACILITY. THIS IS THE FIRST REPORT OF A SERIES OF THREE, ED 003 131, ED 003 132, AND ED 003 133. (RS)

ED 003 132 64

A GUIDE FOR THE DESIGN PROFESSIONS, REPORT B--EDUCATIONAL FACILITIES WITH NEW MEDIA.
BY- GREEN, ALAN C. AND OTHERS
RENSSELAER POLYTECHNIC INST., TROY, N.Y.
REPORT NUMBER NDEA-VIIB-351 VOL. 2 PUB DATE DEC 65
CONTRACT OEC-316-031
EDRS PRICE MF-$0.18 HC-$4.36 109P.

DESCRIPTORS- *BUILDING DESIGN, *EDUCATIONAL FACILITIES, *MEDIA SPECIALISTS, *RESOURCE GUIDES, *SCHOOL ARCHITECTURE, ADMINISTRATOR GUIDES, EDUCATIONAL PLANNING, NEW YORK, SCHOOL CONSTRUCTION, SCHOOL PLANNING, TROY,

THE CONTENTS OF THIS GUIDE PRESENTED A BODY OF MATERIAL TO AID THE DESIGN PROFESSIONS IN EDUCATIONAL AND ARCHITECTURAL DECISIONS. IT IS DIRECTED TO ARCHITECTS, PLANNERS, DESIGN SPECIALISTS, AND PLANNING COMMITTEES. DATA HAVE BEEN COLLECTED AND ORGANIZED FOR THE PROGRAMING AND PLANNING OF EDUCATIONAL FACILITIES. IT PROVIDES INFORMATION ON--(1) THE IMPACT OF LEARNING MEDIA ON FACILITIES, (2) PLANNING INFORMATION AND CASE STUDIES, AND (3) A SUMMARY OF DESIGN CRITERIA. THIS IS THE SECOND REPORT IN A SERIES OF THREE, ED 003 131 AND ED 003 133. (RS)

ED 003 133 56

A TECHNICAL GUIDE, REPORT C--EDUCATIONAL FACILITIES WITH NEW MEDIA.
BY- GREEN, ALAN C. AND OTHERS
RENSSELAER POLYTECHNIC INST., TROY, N.Y.
REPORT NUMBER NDEA-VIIB-351 VOL. 3 PUB DATE DEC 65
CONTRACT OEC-316-031
EDRS PRICE MF-$0.18 HC-$2.60 65P.

DESCRIPTORS- *BUILDING DESIGN, *EDUCATIONAL FACILITIES, *MEDIA SPECIALISTS, *SCHOOL PLANNING, ADMINISTRATIVE PERSONNEL, ADMINISTRATOR GUIDES, MEDIA RESEARCH, NEW YORK, SCHOOL CONSTRUCTION, TROY,

THE REPORT PROVIDES DETAILED TECHNICAL GUIDANCE IN MAKING DESIGN DECISIONS. IT IS DIRECTED TO PERSONNEL CONCERNED WITH THE DETAILS OF DESIGN SUCH AS ARCHITECTS, ENGINEERS, SUPPLIERS, AND MEDIA SPECIALISTS. THE DATA OFFER GUIDANCE IN THE PROGRAMING AND PLANNING OF EDUCATIONAL FACILITIES AND INFORMATION ON (1) ENVIRONMENTAL FACTORS AND FURNISHINGS, (2) PROJECTION SYSTEMS, AND (3) MEDIA HARDWARE. THIS IS THE THIRD REPORT IN A SERIES OF THREE, ED 003 131, AND ED 003 132. (RS)

ED 003 134 64

MEDIA AND EDUCATIONAL INNOVATION, A SYMPOSIUM ON IDENTIFYING TECHNIQUES AND PRINCIPLES FOR GAINING ACCEPTANCE OF RESEARCH RESULTS OF USE OF NEWER MEDIA IN EDUCATION, PRELIMINARY REPORT.
BY- MEIERHENRY, W.C. AND OTHERS
NEBRASKA UNIV., LINCOLN
REPORT NUMBER NDEA-VIIB-380 PUB DATE 64
CONTRACT OEC-3-16-039
EDRS PRICE MF-$0.54 HC-$14.16 354P.

DESCRIPTORS- *CONFERENCES, *EDUCATIONAL CHANGE, *INSTRUCTIONAL INNOVATION, *MEDIA RESEARCH, *PROGRAM EVALUATION, AGRICULTURE, BEHAVIORAL SCIENCES, EDUCATIONAL RESEARCH, INSTRUCTIONAL MATERIALS, LINCOLN, MATERIAL DEVELOPMENT, NEBRASKA, PROGRAMED INSTRUCTION, RESEARCH,

A SYMPOSIUM WAS CONDUCTED WHICH PRESENTED PREVIOUSLY PREPARED PAPERS ON MEDIA AND EDUCATIONAL INNOVATION. THE SYMPOSIUM DEALT WITH IDENTIFYING TECHNIQUES AND PRINCIPLES FOR GAINING ACCEPTANCE OF RESEARCH RESULTS OF THE USE OF NEWER MEDIA IN EDUCATION. THE FIRST PAPER DEALT WITH MODELS FROM THE BEHAVIORAL SCIENCES, FOLLOWED BY THREE PAPERS FOCUSING ON INNOVATION FROM THE POINTS OF VIEW OF AN ANTHROPOLOGIST (THE CULTURE), A SOCIOLOGIST (THE GROUP), AND A SOCIAL PSYCHOLOGIST (THE INDIVIDUAL). FOLLOWING A PAPER ON INNOVATIONS IN AGRICULTURE, EDUCATION WAS DISCUSSED IN RELATION TO THEORIES, PRINCIPLES, AND APPLICATIONS. CONSIDERATION WAS GIVEN TO A PROPOSED MODEL FOR CHANGE IN EDUCATION WHICH HAD BEEN DEVELOPED OUT OF AN EXTENSIVE EXAMINATION OF NEW EDUCATIONAL DEVELOPMENT WITHIN A STATE. A SUMMARY OF VARIOUS INNOVATIONS IN THE FIELD OF EDUCATION WAS PRESENTED, AND A FINAL PAPER DISCUSSED MEDIA APPLICATIONS AND THEIR RELEVANCE TO PROMOTING NEW PRACTICES. (HB)

ED 003 135 64

PROGRAMS, '63, A GUIDE TO PROGRAMED INSTRUCTIONAL MATERIALS AVAILABLE TO EDUCATORS BY SEPTEMBER 1963.
BY- HANSON, LINCOLN F. AND OTHERS
COLUMBIA UNIV., NEW YORK, INST. FOR EDUC. TECH.
REPORT NUMBER NDEA-VIIB-232A PUB DATE 63
REPORT NUMBER OE-34015-63
REPORT NUMBER BULL. 1964 NO. 3
CONTRACT OEC-3-16-012
EDRS PRICE MF-$1.17 HC-$33.40 835P.

DESCRIPTORS- *NATIONAL SURVEYS, *PROGRAMED INSTRUCTION, *PROGRAMED MATERIALS, *RESOURCE GUIDES, EDUCATIONAL RESOURCES, INSTRUCTIONAL PROGRAMS, NEW YORK, NEW YORK CITY, PROGRAM EVALUATION, PROGRAM GUIDES, RESOURCE MATERIALS, TEACHING GUIDES, TEACHING MACHINES,

THIS GUIDE LISTS PROGRAMED INSTRUCTIONAL MATERIALS AVIALABLE IN THE FALL OF 1963. THE NUMBER, VARIETY, AND SOURCE OF AVAIALBLE PROGRAMS ARE INDICATED TOGETHER WITH CRITERIA FOR THEIR SELECTION. THE CONTENTS INCLUDE (1) A STATISTICAL SUMMARY OF THE PREVIOUS YEAR'S ACTIVITY, (2) INSTRUCTIONS FOR USAGE, (3) GUIDE TO PROGRAMS, AND (4) APPENDIXES. ANNOTATIONS ON THE PROGRAMS HAVE BEEN PREPARED LARGELY ON THE BASIS OF INFORMATION SUPPLIED BY THE PUBLISHERS. (RS)

ED 003 136 64

PROCEEDINGS OF A WORK CONFERENCE ON BIBLIOGRAPHIC CONTROL OF NEWER EDUCATIONAL MEDIA CONVENED AT INDIANA UNIVERSITY, OCTOBER 5-7, 1960.
BY- RUFSVOLD, MARGARET I. GUSS, CAROLYN
INDIANA UNIV., BLOOMINGTON
REPORT NUMBER NDEA-VIIB-ODE-A PUB DATE 5 NOV 60
CONTRACT OEC-SAE-9033
EDRS PRICE MF-$0.27 HC-$6.52 163P.

DESCRIPTORS- *BIBLIOGRAPHIES, *CATALOGING, *CONFERENCES, *INFORMATION UTILIZATION, *MEDIA RESEARCH, *SYSTEMS ANALYSIS, BLOOMINGTON, DATA COLLECTION, EDUCATIONAL IMPROVEMENT, INDEXES, INDIANA, INFORMATION DISSEMINATION, INFORMATION PROCESSING, MASS MEDIA, NATIONAL PROGRAMS,

THIS CONFERENCE REPORT SUPPLEMENTS TWO OTHERS WHICH DEALT WITH AN INVESTIGATION INTO THE PROBLEM OF ADEQUATE BIBLIOGRAPHIC CONTROL OF NEW EDUCATIONAL MEDIA. THE TWO PREVIOUS REPORTS BY THE SAME AUTHORS ARE ENTITLED "SOME SOURCES OF INFORMATION ABOUT NEWER EDUCATIONAL MEDIA FOR ELEMENTARY AND SECONDARY SCHOOLS (1950-1960)" AND "A PROPOSED METHOD FOR ESTABLISHING BIBLIOGRAPHIC CONTROL OF THE NEWER EDUCATIONAL MEDIA FOR THE PURPOSE OF INFORMING TEACHERS CONCERNING AVAILABLE MATERIALS AND THEIR EDUCATIONAL UTILITY." BACKGROUND INFORMATION WHICH LED TO THE CONFERENCE WAS PROVIDED IN CHAPTERS 1 AND 2 OF THIS REPORT. THE REPORT CONTAINED THREE ADDITIONAL SECTIONS--(1) THE NEEDS FOR BIBLIOGRAPHIC CONTROL OF NEWER EDUCATIONAL MEDIA AS DEFINED BY THEORETICIANS AND ACTUAL CONSUMERS OF BIBLIOGRAPHIC SERVICES, (2) A DESCRIPTION AND CRITICAL APPRAISAL OF METHODS OF STORAGE, RETRIEVAL, AND DISSEMINATION OF INFORMATION, AND (3) REACTIONS TO THE PROPOSED METHOD FOR ESTABLISHING BIBLIOGRAPHIC CONTROL OF THE NEWER EDUCATIONAL MEDIA AND RECOMMENDATIONS. GENERAL INFORMATION ABOUT THE CONFERENCE INCLUDING THE AGENDA, THE LIST OF PARTICIPANTS, AND RELEVANT CORRESPONDENCE IS INCLUDED IN THE APPENDIXES. (JH)

ED 003 137 64

DEVELOPING HUMAN RESOURCES FOR EDUCATIONAL TELEVISION, REPORT OF A SURVEY OF PERSONNEL IN EDUCATIONAL TELEVISION.
BY- BRONSON, VERNON AND OTHERS
NATIONAL ASSN. OF EDUCATIONAL BROADCASTERS
REPORT NUMBER NDEA-VIIB-196 PUB DATE MAY 63
CONTRACT OEC-2-16-026
EDRS PRICE MF-$0.09 HC-$2.16 54P.

DESCRIPTORS- *EDUCATIONAL TELEVISION, *HUMAN RESOURCES, *PERSONNEL, *TELEVISION SURVEYS DISTRICT OF COLUMBIA, SURVEYS, TELEVISION,

A DESCRIPTION OF THE CURRENT STATUS OF PERSONNEL IN EDUCATIONAL TELEVISION EMPHASIZING THE EXTENT OF THEIR EXPERIENCE AND TRAINING WAS ASSEMBLED. THE ORGANIZATIONS CONTACTED FELL INTO FIVE MAJOR CATEGORIES--(1) COLLEGES AND UNIVERSITIES, (2) PUBLIC SCHOOL SYSTEMS, (3) STATE EDUCATION DEPARTMENTS, (4) EDUCATIONAL TELEVISION STATIONS, AND (5) MILITARY INSTALLATIONS. RESPONSES TOTALED 1,865. A QUESTIONNAIRE WAS SENT TO ALL INSTITUTIONS, AND INFORMATION WAS GATHERED ON 6,000 INDIVIDUALS. INFORMATION GATHERED WAS ON NUMBER, LOCATION, TRAINING, SKILLS, BACKGROUND, AND OCCUPATIONAL ASSIGNMENTS OF PERSONNEL INVOLVED WITH EDUCATIONAL TELEVISION IN THE UNITED STATES. (HB)

ED 003 138 64

FINAL REPORT ON THE EFFECTIVENESS OF TWO UNIVERSITY TV COURSES. A PROJECT TO DEMONSTRATE THE EFFECTIVENESS OF THE USE OF TELEVISION AS A MEANS TO BROADEN THE EDUCATION OF TEACHERS IN SERVICE IN PUERTO RICO.
BY- LOUBRIEL, OSCAR AND OTHERS
PUERTO RICO UNIV., RIO PIEDRAS, COLL.OF EDUCATION
REPORT NUMBER NDEA-VIIB-194 PUB DATE SEP 63
CONTRACT OEC-SAE-9537
EDRS PRICE MF-$0.18 HC-$3.96 99P.

DESCRIPTORS- *EDUCATIONAL TELEVISION, *INSERVICE TEACHER EDUCATION, *TELEVISED INSTRUCTION, *TELEVISION CURRICULUM, *TELEVISION TEACHERS, INSERVICE PROGRAMS, PROGRAM EVALUATION, PUERTO RICO, RIO PIEDRAS, VIDEO TAPE RECORDINGS,

THE MAIN PURPOSES OF THE PROJECT WERE TO DEMONSTRATE A NEW TECHNIQUE FOR HANDLING THE TEACHING OF CREDIT COURSES, TO DEMONSTRATE THE ADMINISTRATIVE SETUP NEEDED FOR ESTABLISHING PERMANENT ORGANIZED EDUCATIONAL TV PROGRAMS, TO DETERMINE THE COSTS OF OPERATION, AND TO ENLIST THE INTEREST OF PEOPLE NOT DIRECTLY CONCERNED WITH THE PROJECT. THE REACTIONS OF TEACHERS, TV PROFESSORS, AND DISCUSSION-GROUP LEADERS WERE DETERMINED. NINETY LESSON-PROGRAMS (TWO THREE-UNIT COURSES) WERE RECORDED ON VIDEO TAPE AND TRANSMITTED BY STATIONS WIPR-TV AND WIPM-TV. THE REACTIONS OF THE VARIOUS GROUPS AND PERSONS PARTICIPATING WERE OBTAINED THROUGH THE USE OF A QUESTIONNAIRE. ALL GROUPS WERE FAVORABLY IMPRESSED WITH THE SERVICE OF THE PROGRAMS. THE PROFESSORS FOUND THE TV MEDIUM DEMANDING, BUT BELIEVED THE EXPERIENCE HELPED IMPROVE THEIR OWN CLASSROOM TEACHING. THE HIGHLY FAVORABLE REACTION OF ALL GROUPS SUGGESTS THE FOLLOWING--(1) ESTABLISHMENT OF UNIVERSITY TV WOULD BE MOST WELCOME AND (2) UNIVERSITY TV CREDIT COURSES WOULD BE AN ACCEPTABLE METHOD OF PROVIDING INSERVICE TEACHER EDUCATION. (AW)

ED 003 139 64

CURRICULUM GUIDE FOR A COURSE IN EDUCATIONAL MEDIA RESEARCH.
BY- STANLEY, JULIAN C. AND OTHERS
WISCONSIN UNIV., MADISON
REPORT NUMBER NDEA-VIIB-236 PUB DATE OCT 62
GRANT OEG-2-16-032
EDRS PRICE MF-$0.18 HC-$4.40 110P.

DESCRIPTORS- *CURRICULUM, *INSTRUCTIONAL MATERIALS, *MEDIA

RESEARCH, *RESEARCH METHODOLOGY, MADISON, STATISTICAL ANALYSIS, WISCONSIN,

A COURSE WAS DEVELOPED TO PREPARE CLASSROOM TEACHERS TO PERFORM ADEQUATE MEDIA RESEARCH. UPON COMPLETION OF THE COURSE, STUDENTS WOULD BE ABLE TO INITIATE, PERFORM, ANALYZE, AND REPORT RESEARCH THAT SHOULD PASS THE INSPECTION OF SPECIALISTS IN SUCH AREAS AS STATISTICS, PSYCHOLOGY, AND EDUCATIONAL MEDIA. THE COURSE WAS DESIGNED TO PRODUCE, ULTIMATELY, EXPERIMENTATION IN THE USE AND EVALUATION OF EDUCATIONAL MEDIA. TOPICS PLANNED FOR THE COURSE WERE--(1) GENERAL RESEARCH CONCEPTS, (2) RESEARCH DESIGN, (3) STATISTICAL ANALYSIS OF DATA, (4) DATA PROCESSING PROCEDURES, AND (5) RESEARCH REPORT WRITING. (HB)

ED 003 140 64

A SURVEY OF TELEVISION EQUIPMENT AND FACILITIES USED FOR PURPOSES OF INSTRUCTION BY PUBLIC SCHOOLS, COLLEGES, AND UNIVERSITIES.
BY- BRUGGER, JOHN R. AND OTHERS
WASHINGTON COUNTY BOARD OF EDUC., HAGERSTOWN, MD.
REPORT NUMBER NDEA-VIIB-004 PUB DATE 60
CONTRACT OEC-SAE-8347
EDRS PRICE MF-$0.45 HC-$11.40 285P.

DESCRIPTORS- *BROADCAST RECEPTION EQUIPMENT, *EQUIPMENT STANDARDS, *TELEVISED INSTRUCTION, *TELEVISION RESEARCH, *TELEVISION SURVEYS, BROADCAST TELEVISION, CLOSED CIRCUIT TELEVISION, COLLEGES, EDUCATIONAL EQUIPMENT, EDUCATIONAL TELEVISION, EQUIPMENT, HAGERSTOWN, KINESCOPE RECORDINGS, MARYLAND, OPEN CIRCUIT TELEVISION, PRODUCTION TECHNIQUES, SCHOOLS, SURVEYS, TELEVISION, TELEVISION LIGHTING, TELEVISION TEACHING, VIDEO TAPE RECORDINGS,

AN EXTENSIVE SURVEY WAS MADE OF EDUCATIONAL TELEVISION EQUIPMENT AND FACILITIES USED BY PUBLIC SCHOOLS, COLLEGES, AND UNIVERSITIES. A CRITIQUE IS INCLUDED IN THE SURVEY REPORT DESCRIBING HOW EFFECTIVE 56 INSTITUTIONS ARE IN USING THE MEDIUM. NEAR THE END OF THE STUDY, A CONFERENCE WAS HELD (1960) AT HAGERSTOWN, MARYLAND, TO DRAW UPON PROFESSIONAL KNOWLEDGE AND EXPERIENCE OF WELL-KNOWN EXPERTS IN THE FIELD OF EDUCATIONAL TELEVISION. THE REPORT INCLUDES A COMPLETE TEXT OF THE CONFERENCE TRANSCRIBED FROM A TAPE RECORDING. ALSO INCLUDED IN THE REPORT ARE RECOMMENDED STANDARDS FOR KINESCOPE RECORDINGS, TELEVISION STUDIO EQUIPMENT AND VIDEOTAPE RECORDINGS, AND A LISTING OF MANUFACTURERS OF TELEVISION EQUIPMENT. THE STUDY HAS BROUGHT TOGETHER THE VARIOUS ELEMENTS RELATING TO A TELEVISION OPERATION--THE EQUIPMENT, METHODS, AND PERSONNEL. (JC)

ED 003 141 64

THE PROFESSIONAL EDUCATION OF MEDIA SERVICE PERSONNEL, PRELIMINARY EDITION.
BY- COGAN, MORRIS L. AND OTHERS
PITTSBURGH UNIV., PA., CTR.LIB.AND ED. MEDIA STUD.
REPORT NUMBER NDEA-VIIB-260-1 PUB DATE 64
PITTSBURGH UNIV., PA., GRAD.SCH.LIB.AND INFO. SCI.
REPORT NUMBER 2.903-2
EDRS PRICE MF-$0.18 HC-$5.12 128P.

DESCRIPTORS- *CURRICULUM DEVELOPMENT, *EDUCATIONAL PROGRAMS, *INSTRUCTIONAL MATERIALS, *MEDIA SPECIALISTS, PENNSYLVANIA, PITTSBURGH, PROFESSIONAL EDUCATION, PROGRAM DEVELOPMENT,

THIS REPORT BROUGHT TOGETHER FIVE PAPERS BY VARIOUS NATIONALLY KNOWN LEADERS IN THE FIELD OF EDUCATIONAL MEDIA. THE PURPOSE OF THIS PUBLICATION WAS TO REVIEW MAJOR CAREER PATHS IN THE EDUCATIONAL MEDIA FIELD. THE REPORT COVERED DEGREES OF DIFFERENCES WHICH EXIST CURRENTLY AS WELL AS THE COMMONALITY OF LEARNING REQUIREMENTS REPRESENTED AMONG THE VARIOUS AREAS OF PROFESSIONAL INTEREST IN EDUCATIONAL COMMUNICATION. A REVIEW OF PROGRAMS FOR THE PREPARATION OF MEDIA SPECIALISTS WAS INCLUDED IN THE FIRST SECTION. SPECIFIC EDUCATIONAL PROGRAMS FOR MEDIA PERSONNEL WERE DISCUSSED IN THE SECOND SECTION UNDER THE FOLLOWING CATEGORIES -- AUDIOVISUAL SPECIALISTS, SCHOOL LIBRARIANSHIP, BROADCASTING, AND INSTRUCTIONAL TECHNOLOGY -- PROGRAMED INSTRUCTION AND COMPUTER-GUIDED LEARNING. (WB)

ED 003 142 64

STANDARDS OF TELEVISION TRANSMISSION, FACTORS AFFECTING MICROWAVE RELAY AND CLOSED-CIRCUIT TRANSMISSION OF EDUCATIONAL MATERIALS.
BY- BRONSON, VERNON AND OTHERS
NATIONAL ASSN. OF EDUCATIONAL BROADCASTERS
REPORT NUMBER NDEA-VIIB-292-1 PUB DATE JUN 64
CONTRACT OEC-2-16-027
EDRS PRICE MF-$0.18 HC-$4.20 105P.

DESCRIPTORS- *BROADCAST TELEVISION, *CLOSED CIRCUIT TELEVISION, *EDUCATIONAL TELEVISION, *EQUIPMENT STANDARDS, DISTRICT OF COLUMBIA, FEDERAL COMMUNICATION COMMISSION (FCC), STANDARDS,

TECHNICAL STANDARDS FOR EDUCATIONAL TELEVISION TRANSMISSION WERE DISCUSSED. SUBJECTS COVERED WERE (1) THE LIMITATIONS AND POTENTIAL OF PRESENT TELEVISION EQUIPMENT, (2) AN INTERCONNECTION NETWORK FOR EDUCATIONAL INSTITUTIONS, (3) TECHNICAL FLEXIBILITY AND VARIOUS EDUCATIONAL NEEDS, (4) FREQUENCY BANDS AVAILABLE FOR THE INTERCONNECTION OF EDUCATIONAL TELEVISION SYSTEMS, AND (5) APPLICATION OF A COMPUTER PROGRAM FOR SELECTION OF MICROWAVE CHANNELS. THE CAPABILITY EXISTS FOR BUILDING A TRANSMISSION SYSTEM THAT WOULD TRANSMIT A TELEVISION PICTURE OF A MUCH HIGHER QUALITY THAN IS POSSIBLE WITH CURRENT BROADCAST STANDARDS. (AW)

ED 003 143 64

PROGRAMED INSTRUCTION AND TEACHING MACHINES--A NATIONAL DEMONSTRATION-EXHIBIT.
BY- BLOCK, A. HARVEY
COLUMBIA UNIV., NEW YORK, INST. FOR EDUC. TECH.
REPORT NUMBER NDEA-VIIB-285 PUB DATE MAR 64
CONTRACT OEC-2-16-031
EDRS PRICE MF-$0.09 HC-$2.08 52P.

DESCRIPTORS- *DEMONSTRATION PROGRAMS, *PROGRAM EVALUATION, *PROGRAMED INSTRUCTION, *TEACHING MACHINES, NEW YORK, NEW YORK CITY, QUESTIONNAIRES, TEACHER EDUCATION,

A NATIONAL DEMONSTRATION EXHIBIT OF PROGRAMED INSTRUCTION AND TEACHING MACHINES WAS CONSTRUCTED, BASED ON THE PRINCIPLES OF PROGRAMED INSTRUCTION. THE EXHIBIT WAS DISPLAYED AT 44 LOCATIONS AND WAS VIEWED BY OVER 100,000 PEOPLE. THE MAJORITY OF THE POPULATION ATTENDING THE EXHIBIT

CONSISTED OF TEACHERS, SCHOOL ADMINISTRATORS, AND STUDENTS WHO INTENDED TO ENTER TEACHING AS A PROFESSION. PROFESSIONALS, SERVING AS CONSULTANTS, GAVE SEMINARS AND LECTURES AND ANSWERED QUESTIONS OF VISITORS AT EACH TOUR SITE. AN EXHIBIT GUIDE CONTAINING INTRODUCTORY MATERIALS AND A BRIEF BIBLIOGRAPHY ON PROGRAMED INSTRUCTION WAS ALSO AVAILABLE. THE IMPRESSIONS OF THE VIEWERS, AS DETERMINED BY AN ATTITUDE QUESTIONNAIRE, WERE FAVORABLE TOWARD THE EXHIBIT. (AW)

ED 003 144 64

FEASIBILITY STUDY REGARDING THE ESTABLISHMENT OF AN EDUCATIONAL MEDIA RESEARCH INFORMATION SERVICE.
BY- TAUBER, MAURICE F. LILLEY, OLIVER L.
COLUMBIA UNIV., NEW YORK, SCH. OF LIBRARY SERVICE
REPORT NUMBER NDEA-VIIB-00A PUB DATE 30 MAY 60
CONTRACT OEC-SAE-8328
EDRS PRICE MF-$0.54 HC-$13.84 346P.

DESCRIPTORS- *EDUCATIONAL RESOURCES, *INFORMATION DISSEMINATION, *INSTRUCTIONAL MATERIALS, *MEDIA RESEARCH, NEW YORK, NEW YORK CITY, QUESTIONNAIRES, RESEARCHERS, RESOURCE MATERIALS,

EXPLORATORY SYSTEMS TO CLASSIFY INFORMATION ON RESEARCH IN EDUCATIONAL MEDIA AND COMMUNICATION WERE DEVELOPED FROM--(1) A STUDY OF SOURCES IN EDUCATIONAL AND OTHER LITERATURE, (2) CONFERENCES WITH RESEARCHERS AND SPECIALISTS IN NEW MEDIA, AND (3) 85 QUESTIONNAIRES RETURNED FROM NEW MEDIA INFORMATION USERS. RECOMMENDATIONS ARE PROVIDED TO ORGANIZE A MEDIA RESEARCH INFORMATION SERVICE WITHIN THE U.S. OFFICE OF EDUCATION. (JM)

ED 003 145 64

THE FEASIBILITY AND ROLE OF STATE AND REGIONAL NETWORKS IN EDUCATIONAL BROADCASTING.
BY- SKORNIA, HARRY J. AND OTHERS
NATIONAL ASSN. OF EDUCATIONAL BROADCASTERS
REPORT NUMBER NDEA-VIIB-008 PUB DATE SEP 59
EDRS PRICE MF-$0.45 HC-$11.72 293P.

DESCRIPTORS- *BROADCAST TELEVISION, *EDUCATIONAL TELEVISION, *RADIO, *REGIONAL PROGRAMS, ADMINISTRATIVE POLICY, CONFERENCES, DISTRICT OF COLUMBIA, EDUCATIONAL TELEVISION, REGIONAL COOPERATION, STATE PROGRAMS,

A CONFERENCE WAS CONDUCTED IN RESPONSE TO THE NEED TO KNOW MORE ABOUT THE OPERATION, PLANNING, AND FEASIBILITY OF LIVE INTERCONNECTED STATE AND REGIONAL NETWORKS FOR EDUCATIONAL TELEVISION AND RADIO. EIGHT MAJOR SESSIONS WERE HELD--(1) ORIENTATION, (2) WHAT HAVE WE TO DISTRIBUTE, (3) ARE NETWORKS TECHNICALLY FEASIBLE, (4) LEGAL CONSIDERATIONS, (5) EFFECTS ON THE EDUCATIONAL COMMUNITY, (6) STATUS REPORTS (REGIONAL AND STATE), (7) COSTS, AND (8) ADMINISTRATION PROBLEMS AND SUMMARY. DR. JOHN C. SCHWARZWALDER, CONFERENCE CHAIRMAN, SUMMARIZED THE CONFERENCE PROCEEDINGS. HIS SUMMARY IS INCLUDED IN THE REPORT ALONG WITH APPROXIMATELY 50 PRESENTATIONS. NOTES FROM THE DISCUSSIONS WHICH FOLLOWED THE FORMAL PRESENTATIONS ARE ALSO INCLUDED. IT WAS AGREED THAT THE TWO CHIEF GOALS OF NETWORKS IN EDUCATIONAL BROADCASTING ARE THE EXTENSION OF EDUCATION AND THE PRESERVATION OF ACADEMIC FREEDOM. (JC)

ED 003 146 64

NEW TEACHING AIDS FOR THE AMERICAN CLASSROOM, A SYMPOSIUM HELD AT THE CENTER FOR ADVANCED STUDY IN THE BEHAVIORAL SCIENCES, NOVEMBER 13-14, 1959.
BY- SCHRAMM, WILBUR AND OTHERS
STANFORD UNIV., CALIF., INST.FOR COMMUNIC. RES.
REPORT NUMBER NDEA-VIIB-017
REPORT NUMBER OE-34020
EDRS PRICE MF-$0.27 HC-$7.32 183P.

DESCRIPTORS- *CLASSROOM ENVIRONMENT, *CONFERENCES, *INSTRUCTIONAL AIDS, *TEACHING MACHINES, *TELEVISED INSTRUCTION, AUTOINSTRUCTIONAL AIDS, CALIFORNIA, CENTER FOR ADVANCED STUDY IN THE BEHAVIORAL SCIENCES, EDUCATIONAL METHODS, INSTRUCTIONAL FILMS, INSTRUCTIONAL TECHNOLOGY, LEARNING THEORIES, MEDIA RESEARCH, PROGRAMED INSTRUCTION, SCHOOL SYSTEMS, SOCIOECONOMIC INFLUENCES, STANFORD,

A SYMPOSIUM ON THE STATE OF RESEARCH IN INSTRUCTIONAL TELEVISION AND TEACHING MACHINES WAS HELD NOVEMBER 13-14, 1959, AT THE CENTER FOR ADVANCED STUDY IN THE BEHAVIORAL SCIENCES, STANFORD, CALIFORNIA. IT INVOLVED A SMALL GROUP OF SCHOLARS, INFORMED AND EXPERIENCED IN RESEARCH ON THE NEW MEDIA, WHO DISCUSSED CURRENT DEVELOPMENTS AND FUTURE RESEARCH DIRECTIONS. THE CHIEF PAPERS OF THE CONFERENCE WERE PUBLISHED IN THIS VOLUME WITH A FOREWORD BY WILBUR SCHRAMM. THERE ARE THREE MAJOR SECTIONS--(1) "THE CLASSROOM OF TOMORROW" CONTAINS PAPERS BY RALPH W. TYLER, ROY M. HALL AND WILLIAM E. SPAULDING, (2) "RESEARCH BACKGROUND" CONTAINS PAPERS BY ERNEST R. HILGARD, JOHN W. RILEY, JR., AND WILBUR SCHRAMM, AND (3) "RESEARCH FOREGROUND" PRESENTS PAPERS BY C.R. CARPENTER, CHARLES F. HOBAN, J.H. KANNER, AND A.A. LUMSDAINE. (JC)

ED 003 147 64

TELEVISION IN MEDICAL TEACHING AND RESEARCH.
BY- RAMEY, JAMES W.
INSTITUTE FOR ADVANCEMENT OF MEDICAL COMMUNICAT.
REPORT NUMBER NDEA-VIIB-133 PUB DATE 65
REPORT NUMBER OE-34040
CONTRACT OEC-SAE-9476
EDRS PRICE MF-$0.27 HC-$6.56 164P.

DESCRIPTORS- *MEDICAL SCHOOLS, *SURVEYS, *TELEVISED INSTRUCTION, BETHESDA, EDUCATIONAL TELEVISION, INTERVIEWS, MARYLAND, PROGRAM EVALUATION, QUESTIONNAIRES, TEACHING METHODS, TELEVISION, TELEVISION SURVEYS,

A STUDY WAS MADE ON THE USE OF TELEVISION IN MEDICAL TEACHING AND RESEARCH THROUGH A SURVEY OF 88 MEDICAL SCHOOLS, SITE VISITS TO 22 OF THE SCHOOLS, AND AN ANALYSIS OF RECENT JOURNAL ARTICLES CONCERNING TELEVISION'S USE IN MEDICINE. THE SURVEY CONSISTED OF A DETAILED QUESTIONNAIRE WHICH WAS MAILED TO USER INSTITUTIONS. A TOTAL OF 47 SCHOOLS REPORTED TV INSTALLATIONS, WHEREAS, 41 SCHOOLS REPORTED NO USE OF TV. THERE WAS A LACK OF UNIVERSALITY IN THE USE OF TELEVISION. IT WAS DISCOVERED THAT 13 SCHOOLS USE THE MEDIUM IN ONLY ONE DEPARTMENT, AND 36 USE IT IN 5 OR FEWER DEPARTMENTS (AN AVERAGE NUMBER OF 17 DEPARTMENTS PER TV USER SCHOOLS WAS DETERMINED). IT WAS CONCLUDED THAT THE IMPRESSION OF WIDESPREAD AND VARIED USE OF TELEVISION AS A REGULAR, INTEGRAL TEACHING DEVICE IN MEDICAL EDUCATION IS NOT

SUPPORTED BY THE FACTS. MANY OF THE REPORTED USES WERE FOUND TO HAVE BEEN ONLY ISOLATED EXPERIMENTAL APPLICATIONS OF THE MEDIUM. IN ADDITION TO THE SURVEY RESULTS, ABSTRACTS ARE INCLUDED WHICH COVER THE MOST IMPORTANT JOURNAL ARTICLES ON MEDICAL APPLICATIONS OF TELEVISION SINCE 1947. (JC)

ED 003 148 64

THE PEOPLE LOOK AT EDUCATIONAL TELEVISION, A REPORT ON AND FROM THE AUDIENCES OF EIGHT REPRESENTATIVE ETV STATIONS.
BY- SCHRAMM, WILBUR LYLE, JACK
STANFORD UNIV., CALIF., INST.FOR COMMUNIC. RES.
REPORT NUMBER NDEA-VIIB-158 PUB DATE 62
EDRS PRICE MF-$0.27 HC-$7.60 190P.

DESCRIPTORS- *COMMUNITY PROGRAMS, *EDUCATIONAL PROGRAMS, *EDUCATIONAL TELEVISION, *INTERVIEWS, *PROBABILITY, BROADCAST TELEVISION, CALIFORNIA, OPEN CIRCUIT TELEVISION, STANFORD, SURVEYS, TELEVISED INSTRUCTION, TELEVISION, TELEVISION RESEARCH,

THE PROBLEM OF THIS STUDY WAS TO FIND THE AUDIENCE OF EDUCATIONAL TELEVISION (ETV) AND TO STUDY IT IN DEPTH. THE AUDIENCES OF EIGHT ETV STATIONS - REPRESENTING THE PRINCIPAL TYPES OF OWNERSHIP, ALL SECTIONS OF THE UNITED STATES, AND BOTH VHF AND UHF CHANNELS - WERE STUDIED AND ANALYZED. IN EACH OF THE TEST COMMUNITIES, SAMPLES WERE DRAWN FROM THE TELEPHONE BOOKS WITHIN THE COVERAGE AREA. OVER 20,000 TELEPHONE INTERVIEWS WERE COMPLETED. FROM THE INTERVIEWS, SUBSAMPLES WERE DRAWN IN EACH COMMUNITY. THESE CONTAINED ABOUT THREE ETV VIEWERS TO ONE NONVIEWER. HOME INTERVIEWS WERE COMPLETED WITH ABOUT 87 PERCENT OF THE DRAWN SAMPLE--TOTALING ABOUT 1,600 RESPONDENTS. THE ETV PROGRAM SCHEDULE AND STRUCTURE WERE ANALYZED FOR EACH OF THE STATIONS. INCLUDED IN THE REPORT ARE--AUDIENCE SIZES AND CHARACTERISTICS, THE TYPES OF PROGRAMS VIEWED, REASONS GIVEN FOR VIEWING, WHAT IS THOUGHT ABOUT ETV, AND A DISCUSSION ON THE SIGNIFICANCE OF THE FINDINGS. FINANCING AND PROGRAMING QUALITY WERE CONSIDERED THE CRITICAL FACTORS IN THE FUTURE GROWTH OF ETV. (JC)

ED 003 149 64

LANGUAGE LABORATORY FACILITIES, TECHNICAL GUIDE FOR THE SELECTION, PURCHASE, USE, AND MAINTENANCE, STUDY 4--NEW MEDIA FOR INSTRUCTION.
BY- HAYES, ALFRED S.
ELECTRONIC INDUSTRIES ASSN., WASHINGTON, D.C.
REPORT NUMBER NDEA-VIIB-143 PUB DATE 63
REPORT NUMBER OE-21024
REPORT NUMBER BULL. 1963, NO. 37
CONTRACT OEC-NDEA-SAE-9235
EDRS PRICE MF-$0.27 HC-$5.16 129P.

DESCRIPTORS- *FACILITIES, *LABORATORIES, *LANGUAGE LABORATORIES, *LANGUAGE LABORATORY EQUIPMENT, DISTRICT OF COLUMBIA, EQUIPMENT STANDARDS, LANGUAGE INSTRUCTION,

THE MANY POSSIBLE VARIATIONS OF LANGUAGE LABORATORY SYSTEMS WERE DESCRIBED, AND RELATIVE ADVANTAGES AND LIMITATIONS OF EACH WERE DISCUSSED. DETAILED GUIDANCE ON PURCHASING LANGUAGE LABORATORY EQUIPMENT WAS PROVIDED THROUGH (1) DEFINITION OF HIGH-QUALITY SPEECH REPRODUCTION, (2) DISCUSSION OF TECHNICAL FACTORS WHICH AFFECT ITS ACHIEVEMENT, AND (3) DEVELOPMENT OF TECHNICAL SPECIFICATIONS WHICH EQUIPMENT MUST MEET TO ASSURE THAT SYSTEM PERFORMANCE CONFORMS TO THE STANDARD IMPLICIT IN A SATISFACTORY STATEMENT OF THE REQUIREMENTS. (JM)

ED 003 150 64

A DEMONSTRATION OF THE USE OF SELF-INSTRUCTIONAL AND OTHER TEACHING TECHNIQUES FOR REMEDIAL INSTRUCTION OF LOW-ACHIEVING ADOLESCENTS IN READING AND MATHEMATICS, FINAL REPORT.
BY- HOMME, LLOYD E.
TMI INSTITUTE, ALBUQUERQUE, N.M.
REPORT NUMBER NDEA-VIIB-487 PUB DATE 13 AUG 65
CONTRACT OEC-4-16-033
EDRS PRICE MF-$0.18 HC-$4.72 118P.

DESCRIPTORS- *ACADEMIC PERFORMANCE, *ADOLESCENTS, *AUTOINSTRUCTIONAL AIDS, *INSTRUCTIONAL MATERIALS, *LOW ACHIEVERS, *PROGRAMED INSTRUCTION, *REMEDIAL INSTRUCTION, ACHIEVEMENT GAIN, ALBUQUERQUE, DEMONSTRATION PROGRAMS, MATHEMATICS, MOTIVATION, NEW MEXICO, READING,

A DEMONSTRATION PROJECT WAS CONDUCTED (1) TO DEVELOP AND TEST A SYSTEM OF INSTRUCTIONAL MATERIALS INTENDED TO PROVIDE REMEDIAL INSTRUCTION IN READING AND MATHEMATICS FOR LOW-ACHIEVING ADOLESCENTS (2) TO DETERMINE THE EFFECTS OF SUCH A SYSTEM ON RETENTION AND JOB PERFORMANCE OVER A 6-MONTH PERIOD, (3) TO REVISE THE SYSTEM AND PREPARE AN INSTRUCTOR'S UTILIZATION MANUAL FOR ITS USE, AND FIELD TEST IT UNDER CONDITIONS OF USE, BOTH WITHIN AND OUTSIDE THE CONVENTIONAL SCHOOL SETTING, AND (4) TO MAKE FINAL RECOMMENDATIONS CONCERNING THE DEVELOPMENT AND USE OF INSTRUCTIONAL MATERIAL INTENDED FOR THE SCHOOL DROPOUT OR POTENTIAL DROPOUT, AND TO REVISE THE UTILIZATION MANUAL ON THE BASIS OF THE FIELD TESTING. THE PROJECT WAS CONDUCTED IN FOUR PHASES--(1) TEACHING, (2) RECORD-KEEPING, (3) FIELD TESTING, AND (4) DATA COLLECTION AND ANALYSIS. RESULTS SUFFICIENTLY CONFIRMED PROJECT EXPECTATIONS, AND FURTHER APPLICATIONS WERE RECOMMENDED. THE SYSTEM APPEARED TO PROVIDE A POSITIVE ATMOSPHERE FOR LOW ACHIEVERS THAT IS NECESSARY TO PRODUCE MOTIVATION FOR THE PURSUIT OF ACADEMIC GOALS. RESEARCH WAS RECOMMENDED IN TWO DIRECTIONS--(1) FURTHER REFINEMENT OF ADMINISTRATIVE TECHNIQUES TO REDUCE UNFAVORABLE TEACHER AND STUDENT ATTITUDES, AND (2) FURTHER RESEARCH INTO COMPONENTS OF THE SYSTEM ITSELF. AN INSTRUCTOR'S UTILIZATION MANUAL IS INCLUDED IN THE REPORT. (HB)

ED 003 151 64

SURVEY OF EDUCATIONAL MEDIA RESEARCH IN THE FAR EAST, INSTRUCTIONAL USES AND RESEARCH DIRECTION, STUDY 3--NEW MEDIA FOR INSTRUCTION.
BY- DUKE, BENJAMIN C.
INTERNATIONAL CHRISTIAN UNIV., TOKYO, JAPAN
REPORT NUMBER NDEA-VIIB-134 PUB DATE 63
REPORT NUMBER OE-34025
REPORT NUMBER BULL. 1963, NO. 40
CONTRACT OEC-NDEA-SAE-9347
EDRS PRICE MF-$0.27 HC-$7.64 191P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *INSTRUCTIONAL MATERIALS, *NATIONAL SURVEYS, ASIA, AUDIOVISUAL PROGRAMS, CONFERENCES, INSTRUCTIONAL AIDS, INSTRUCTIONAL FILMS, INSTRUCTIONAL TELEVISION, JAPAN, MEDIA RESEARCH, SURVEYS, TOKYO, A SURVEY WAS CONDUCTED IN ASIA TO LEARN OF DEVELOPMENTS IN EDUCATIONAL MEDIA RESEARCH AND EXPERIMENTATION. THE PURPOSE OF THE PROJECT WAS TO COMPILE, TRANSLATE, AND PUBLISH EDUCATIONAL MEDIA MATERIALS FROM THE MAJOR ASIAN COUNTRIES AND TO MAKE THE INFORMATION AVAILABLE IN THE UNITED STATES. THE PRINCIPAL INVESTIGATOR VISITED 20 COUNTRIES IN THE FAR EAST AND THE SOUTH PACIFIC. DURING THESE VISITS, 10 COUNTRIES WERE SELECTED TO PARTICIPATE DIRECTLY IN THE SURVEY, AND A LOCAL REPRESENTATIVE WAS SELECTED AS THE PROJECT ADVISER. EACH ADVISER COLLECTED MATERIALS AND FORWARDED REPORTS TO THE TOKYO OFFICE FOR A PERIOD OF 10 MONTHS. THE REPORTS WERE COMPILED AND DISCUSSED DURING A 1-WEEK CONFERENCE IN TOKYO. INCLUDED IN THE FINAL REPORT IS A BRIEF OVERVIEW OF THE EDUCATIONAL SITUATION IN THE FAR EAST, A COUNTRY-BY-COUNTRY DESCRIPTION OF EDUCATIONAL MEDIA PROGRESS, A SUMMARY OF THE CONFERENCE, AND RESEARCH ABSTRACTS AND CASE STUDIES. IT WAS DISCOVERED THAT NATIONAL AUDIOVISUAL PROGRAMS HAVE BEEN ESTABLISHED IN MOST ASIAN COUNTRIES. THEY ARE USUALLY INFLUENCED AND SUPPORTED BY AMERICAN AID AND FUNCTION AT THE HIGHER ADMINISTRATIVE LEVELS OF EDUCATION. ONLY IN THE CASE OF JAPAN HAS THERE BEEN EXTENSIVE LOCAL INFLUENCE. (JC)

ED 003 152 64

SOURCES OF INFORMATION ON EDUCATIONAL MEDIA.
BY- HOLDSTAD, JOHN A.
EDUCATIONAL MEDIA COUNCIL INC., NEW YORK, N.Y.
REPORT NUMBER NDEA-VIIB-06[illegible] NO. 2 PUB DATE 63
REPORT NUMBER OE-34024
REPORT NUMBER BULL. 1963, NO. 2
CONTRACT OEC-2-16-019
EDRS PRICE MF-$0.09 HC-$1.60 40P.

DESCRIPTORS- *INDEXES (LOCATORS), *INSTRUCTIONAL MATERIALS, *RESOURCE GUIDES, BOOKS, FILMS, NEW YORK, PUBLICATIONS, NEW YORK CITY, RESOURCE MATERIALS,

THIS GUIDE WAS COMPILED TO ASSIST IN THE LOCATION OF SOURCES OF INFORMATION ON STANDARD PRINTED MEDIA, SUCH AS BOOKS, PERIODICALS, AND PAMPHLETS. IT CONTAINS (1) LISTS OF NEW EDUCATIONAL MEDIA, (2) INFORMATION ABOUT EQUIPMENT, (3) BIBLIOGRAPHIES, (4) ORGANIZATIONS, (5) GRADUATE PROGRAMS, AND (6) SPECIFIC LOCATIONS TO VISIT IF ONE WISHES TO SEE NEW EDUCATIONAL MEDIA IN USE. (RS)

ED 003 153 64

MOTION PICTURE PRODUCTION FACILITIES OF SELECTED COLLEGES AND UNIVERSITIES.
BY- WILLIAMS, DON G. SNYDER, LUELLA V.
UNIVERSITY FILM FOUNDATION, AMES, IOWA
REPORT NUMBER NDEA-VIIB-066 PUB DATE 63
REPORT NUMBER OE-51005
REPORT NUMBER BULL. 1963, NO. 15
CONTRACT OEC-SAE-8598
EDRS PRICE MF-$0.54 HC-$14.44 361P.

DESCRIPTORS- *EDUCATIONAL FACILITIES, *FILM PRODUCTION, *SURVEYS, AMES, EDUCATIONAL NEEDS, INSTRUCTIONAL FILMS, IOWA, PRODUCTION TECHNIQUES, PROJECTION EQUIPMENT, SURVEYS,

THIS SURVEY COLLECTED AND ORGANIZED COMPREHENSIVE INFORMATION ABOUT THE FACILITIES AVAILABLE FOR THE PRODUCTION OF EDUCATIONAL, RESEARCH, AND SCIENTIFIC MOTION PICTURES AT COLLEGES AND UNIVERSITIES. FOLLOWING A PRELIMINARY QUESTIONNAIRE SURVEY, VISITS WERE MADE TO MANY OF THE SITES FOR OBSERVATIONS AND DISCUSSIONS. DATA WERE COLLECTED AND RECOMMENDATIONS FORMULATED. TOPICS COVERED WERE (1) THE UNIVERSITY ADMINISTRATOR AND THE FILM UNIT, (2) ORGANIZATION AND OPERATION OF THE FILM UNITS, (3) EQUIPMENT AND FACILITIES, (4) PRODUCTION AND THE PRODUCT, (5) FILM UNIT STAFF, (6) FILM DISTRIBUTION, AND (7) TEACHING PROGRAMS IN FILM PRODUCTION. THE UNIVERSITY FILM UNITS WERE FOUND TO HAVE SPECIAL QUALIFICATIONS AND FACILITIES IMPORTANT TO EDUCATION AND COMMUNICATION IMPROVEMENTS. THE STAFFS WERE EXPERIENCED IN TAKING THE IDEAS OF SUBJECT EXPERTS AND TRANSLATING THESE IDEAS INTO FILMED PRESENTATIONS. THE RESOURCES FOR IMPROVING EDUCATION WHICH THE FILM UNITS OFFER ARE LARGELY UNKNOWN BECAUSE OF INEFFICIENT INFORMATION EXCHANGE. (RS)

ED 003 154 64

A LEARNING RESOURCES CENTER FOR THE U.S. VIRGIN ISLANDS, A FEASIBILITY STUDY.
BY- ROBINSON, THOMAS P. STEWART, DAVID C.
LABORATORY FOR EDUCATIONAL MATERIALS, NEW YORK
REPORT NUMBER NDEA-VIIB-287 PUB DATE APR 64
EDRS PRICE MF-$0.09 HC-$1.76 44P.

DESCRIPTORS- *INSTRUCTIONAL MATERIALS, *PUBLIC SCHOOLS, *RESOURCE CENTERS, COLLEGE HIGH SCHOOL COOPERATION, COLLEGES, INSTRUCTIONAL MATERIALS CENTERS, ST. THOMAS, TEACHER EDUCATION, VIRGIN ISLANDS,

A STUDY OF VIRGIN ISLAND EDUCATION HAS ESTABLISHED THE FEASIBILITY OF DEVELOPING A LEARNING RESOURCES CENTER LOCATED AT THE COLLEGE OF THE VIRGIN ISLANDS. THE CAPABILITIES OF THE LEARNING RESOURCES CENTER WERE DEFINED, INCLUDING SELECTION AND DISTRIBUTION AS WELL AS LOCAL PREPARATION AND PRODUCTION OF MATERIALS FOR FORMAL OR INFORMAL EDUCATION AND SERVICES. A 3-YEAR DEVELOPMENT PLAN AND 2-YEAR BUDGET WERE PREPARED FOR FACILITIES, EQUIPMENT, AND STAFF. RECOMMENDATIONS INCLUDED ESTABLISHING TWO SUBCENTERS IN PUBLIC SCHOOLS TO STRENGTHEN THE RELATIONSHIP BETWEEN TEACHER TRAINING AT THE COLLEGE AND USE OF NEW MEDIA BY TEACHERS IN THE SCHOOLS. (JM)

ED 003 155 64

NORTHEAST REGIONAL INSTRUCTIONAL TELEVISION LIBRARY PROJECT.
BY- BIGGY, VIRGINIA
EASTERN EDUCATIONAL NETWORK, CAMBRIDGE, MASS.
REPORT NUMBER NDEA-VIIB-242 PUB DATE 63
CONTRACT OEC-2-16-011
EDRS PRICE MF-$0.18 HC-$2.96 74P.

DESCRIPTORS- *BROADCAST TELEVISION, *EDUCATIONAL TELEVISION, *PROGRAMED INSTRUCTION, *REGIONAL PROGRAMS, *TELEVISED INSTRUCTION, CAMBRIDGE, LIBRARY PROGRAMS, MASSACHUSETTS, TEACHING METHODS,

A REGIONAL SCHOOL TELEVISION SERVICE WAS ESTABLISHED ON A PILOT BASIS FOR THE NORTHEASTERN UNITED STATES FOR LOCATING AND ENCOURAGING THE PRODUCTION OF QUALITY INSTRUCTIONAL TELEVISION PROGRAMING FOR USE IN SCHOOLS OF THE AREA. THE FIRST PROBLEM OF THIS PROJECT WAS TO ANSWER QUESTIONS CONCERNING THE EFFECTIVE EXCHANGE OF SCHOOL BROADCASTS, SOURCES OF QUALITY PROGRAMING, AND BETTER USE OF INSTRUCTIONAL TELEVISION. OTHER ACTIVITIES INCLUDED THE

IDENTIFICATION OF CRITICAL CURRICULUM AREAS IN WHICH TELEVISION COULD PLAY A MAJOR PART, AND BRINGING TOGETHER TELEVISION EXPERTS AND PROFESSIONAL EDUCATORS TO DISCUSS (1) TECHNIQUES FOR BROADCASTING EXCHANGE, (2) THE ACCEPTANCE OF PROGRAMING IN THE VARIOUS EDUCATIONAL COMMUNITIES, AND (3) THE TYPES OF SUPPLEMENTARY TEACHING MATERIALS WHICH COULD MAKE A SUBSTANTIAL CONTRIBUTION TO SUBJECT-MATTER OFFERINGS OF SCHOOLS. DEMONSTRATION OF CENTRAL COORDINATION BEGAN WITH THE MANAGEMENT OF A SERIES SELECTED FOR REGIONAL EXCHANGE AND DISTRIBUTION. A SCHEDULE TO SUIT THE REQUIREMENTS OF EACH STATION IN THE REGION WAS WORKED OUT AND SENT TO EACH FOR APPROVAL. DURING THE FIRST TRIAL SEMESTER, THE MEMBER STATIONS EXCHANGED ALMOST 1,080 HOURS OF INSTRUCTIONAL TELEVISION PROGRAMING WHICH REACHED ABOUT FOUR MILLION ELEMENTARY AND SECONDARY SCHOOL CHILDREN. (JH)

ED 003 156 64

A PROJECT TO IMPROVE THE PROFESSIONAL SEQUENCE IN PRESERVICE TEACHER EDUCATION THROUGH THE SELECTIVE AND PLANNED USE OF NEW MEDIA.
BY- LAGRONE, HERBERT F. WEDBERG, DESMOND P.
AMERICAN ASSN.OF COLL.FOR TEACHER EDUC.,WASH.,D.C.
REPORT NUMBER NDEA-VIIB-084B PUB DATE DEC 63
CONTRACT OEC-3-16-006
EDRS PRICE MF-$0.09 HC-$0.84 21P.

DESCRIPTORS- *EDUCATIONAL OBJECTIVES, *INSTRUCTIONAL MATERIALS, *TEACHER EDUCATION, *TEACHING, DISTRICT OF COLUMBIA, PRESERVICE EDUCATION, TEACHER EDUCATION AND MEDIA PROJECT (TEAM), TEACHER ROLE,

THE INITIAL DEVELOPMENT OF THE 2-YEAR TEACHER EDUCATION AND MEDIA PROJECT HAS DEFINED (1) AN APPROACH TO BEHAVIORAL OBJECTIVES, (2) A FRAME OF REFERENCE WITH REGARD TO TEACHING FUNCTIONS, VARIABLES, AND CONCEPTS, AND (3) AN EXAMPLE OF PROCEDURES TO BE UTILIZED AND WORK TO BE CONTRIBUTED BY THE ASSOCIATED ORGANIZATIONS FOR TEACHER EDUCATION, THE PROJECT TASK FORCES, AND STAFF. THE BEHAVING-LEARNING CYCLE, APPLICATION OF CONCEPT-USING IN TEACHING, AND A MODEL FOR THE DYNAMICS OF TEACHING HAVE BEEN GRAPHICALLY DEPICTED. (JM)

ED 003 157 64

THE IMPACT OF NEW MEDIA ON EDUCATION AND THE SOCIETY.
BY- BIDDLE, BRUCE J. ROSSI, PETER H.
CHICAGO UNIV., NATIONAL OPINION RESEARCH CTR.
REPORT NUMBER NDEA-VIIB-249 PUB DATE 65
EDRS PRICE MF-$0.63 HC-$18.32 458P.

DESCRIPTORS- *AMERICAN CULTURE, *EDUCATION, *INSTRUCTIONAL MATERIALS, *INSTRUCTIONAL TECHNOLOGY, CHICAGO, EDUCATIONAL CHANGE, EDUCATIONAL COMPLEXES, EDUCATIONAL EQUIPMENT, EDUCATIONAL RESOURCES, ILLINOIS, INSTRUCTIONAL IMPROVEMENT, MATERIAL DEVELOPMENT,

A VOLUME OF ESSAYS WHICH SPECULATED ON THE ROLES THAT MAY BE PLAYED BY NEW EDUCATIONAL MEDIA IN THE AMERICAN SOCIETY HAS BEEN COLLECTED. THE VOLUME CONSISTS OF 5 PARTS AND 11 CHAPTERS. IN PART ONE, "OVERVIEW," THE EDITORS HAVE SUMMARIZED AND SYNTHESIZED THE ITEMS IN THE COLLECTION, AND ADDED THEIR OWN SPECULATIONS ABOUT THE IMPACT OF NEW MEDIA OVER THE NEXT FEW DECADES. OTHER PARTS OF THE COLLECTION ARE (1) RECENT AND PROJECTED TECHNOLOGICAL DEVELOPMENTS, (2) IMPACT OF NEW MEDIA ON SCHOOL SYSTEMS, (3) IMPACT OF NEW MEDIA ON OTHER ASPECTS OF AMERICAN EDUCATION, AND (4) GENERAL IMPLICATIONS FOR AMERICAN SOCIETY. (JC)

ED 003 158 64

INTERINSTITUTIONAL TEACHING BY TELEVISION IN THE OREGON STATE SYSTEM OF HIGHER EDUCATION.
BY- STARLIN, GLENN LALLAS, JOHN E.
OREGON STATE SYSTEM OF HIGHER EDUCATION, MONMOUTH
REPORT NUMBER NDEA-VIIB-262 PUB DATE MAR 60
REPORT NUMBER NO. 1-1957-59
EDRS PRICE MF-$0.18 HC-$3.96 99P.

DESCRIPTORS- *ADMINISTRATION, *COMPARATIVE ANALYSIS, *CONVENTIONAL INSTRUCTION, *EDUCATIONAL TELEVISION, *TELEVISED INSTRUCTION, AUDIOVISUAL INSTRUCTION, CORVALLIS, EUGENE, FUND FOR THE ADVANCEMENT OF EDUCATION, MONMOUTH, OREGON, SALEM, TELECOURSES,

AN INTERINSTITUTIONAL TELEVISION TEACHING EXPERIMENT WAS CONDUCTED TO DEMONSTRATE THE TECHNICAL, ADMINISTRATIVE, AND FINANCIAL FEASIBILITY OF THE CONCEPT OF A NETWORK OF INSTITUTIONS. DATA SUPPORT THE TECHNICAL AND ADMINISTRATIVE FEASIBILITY OF THE SYSTEM. STUDIES CONDUCTED ON SUBJECT MATTER INDICATE NO DIFFERENCE IN ACHIEVEMENT BETWEEN STUDENTS WHO TOOK COURSES BY TELEVISION COMPARED TO THOSE WHO TOOK THEM IN CONVENTIONAL CLASSROOMS. NO CONCLUSIVE STATEMENTS COULD BE MADE ABOUT FINANCIAL FEASIBILITY AT THE TIME OF THE REPORT. (LP)

ED 003 159 64

NORTHWEST CONFERENCE ON TELEVISION IN EDUCATION, APRIL 23-24, 1962.
BY- LUNSFORD, TERRY F.
WESTERN INTERSTATE COMMISSION FOR HIGHER EDUCATION
REPORT NUMBER NDEA-VIIB-284 PUB DATE APR 62
EDRS PRICE MF-$0.09 HC-$1.08 45P.

DESCRIPTORS- *CONFERENCES, *EDUCATIONAL TELEVISION, *FEDERAL LEGISLATION, *PROGRAM DEVELOPMENT, *STATE LEGISLATION, FEDERAL AID, IDAHO, INTERSTATE PROGRAMS, MONTANA, OREGON, REGIONAL PROGRAMS, SEATTLE, STATE AID, WASHINGTON,

A CONFERENCE WAS HELD (1) TO ENCOURAGE COOPERATIVE PLANNING BY KEY REPRESENTATIVES OF EDUCATION AND STATE GOVERNMENTS FOR THE BEST USE OF EDUCATIONAL TELEVISION IN THE FOUR NORTHWEST STATES OF IDAHO, MONTANA, OREGON, AND WASHINGTON, AND (2) TO HELP MAKE POSSIBLE THE INFORMED USE OF FEDERAL MATCHING GRANTS FOR CONSTRUCTION OF EDUCATION TELEVISION FACILITIES. PAPERS WERE PRESENTED ON (1) THE ROLE OF TELEVISION IN EDUCATION, (2) THE DEVELOPMENT OF EDUCATIONAL TELEVISION IN THE U.S., (3) FEDERAL ASSISTANCE TO EDUCATIONAL TELEVISION, (4) ETV IN THE NORTHWEST, AND (5) REPORTS OF STATE DISCUSSION GROUPS. (HB)

ED 003 160 64

UTAH SURVEY ON EDUCATIONAL TELEVISION.
BY- ENGAR, KEITH M.
UTAH UNIV., SALT LAKE CITY
REPORT NUMBER NDEA-VIIB-485 PUB DATE DEC 64
EDRS PRICE MF-$0.09 HC-$2.32 58P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *CURRICULUM PLANNING, *EDUCATIONAL TELEVISION, *STATE PROGRAMS, *TELEVISION CURRICULUM, FORD FOUNDATION, PROGRAM PLANNING, SALT LAKE CITY, TELEVISION INSTRUCTION, UTAH,

A BRIEF HISTORY OF EDUCATIONAL TELEVISION IN UTAH WAS GIVEN AS WELL AS RECOMMENDATIONS FOR STATEWIDE ORGANIZATION FOR EDUCATIONAL TELEVISION IN UTAH. A LISTING OF THE OBJECTIVES OF EDUCATIONAL TELEVISION IN UTAH, AN ENGINEERING REPORT, AND GUIDELINES FOR FINANCING EDUCATIONAL TELEVISION IN UTAH WERE INCLUDED. (LP)

ED 003 161   64

THE REPORT OF A STUDY ON THE LONG-RANGE FINANCING OF EDUCATIONAL TELEVISION STATIONS.
BY- BREITENFELD, FREDERICK
NATIONAL ASSN. OF EDUCATIONAL BROADCASTERS
REPORT NUMBER NDEA-VIIB-503   PUB DATE   APR 65
CONTRACT OEC-5-16-003
EDRS PRICE MF-$0.27 HC-$7.88   197P.

DESCRIPTORS- *CONFERENCES, *EDUCATIONAL LEGISLATION, *EDUCATIONAL TELEVISION, *FINANCIAL POLICY, *TELEVISION SURVEYS, BROADCAST TELEVISION, DISTRICT OF COLUMBIA, FINANCIAL NEEDS, QUESTIONNAIRES, REGIONAL PROGRAMS,

DATA WERE COLLECTED AND ANALYZED CONCERNING THE FINANCIAL PRACTICES OF EDUCATIONAL TELEVISION (ETV) STATIONS. A TOTAL OF 95 ETV STATIONS PARTICIPATED IN A QUESTIONNAIRE SURVEY DESIGNED TO ESTABLISH PATTERNS RELATIVE TO TIME ON THE AIR, PROGRAMING EMPHASIS, EMPLOYMENT INVESTMENTS, INCOME, EXPENSES, AND OTHER FINANCIAL FACTORS. PRIOR TO THE FINANCIAL ANALYSIS, THIS REPORT PRESENTS A BACKGROUND REVIEW OF--(1) THE NATIONAL DEFENSE EDUCATION ACT, (2) THE ETV FACILITIES ACT, (3) THE NATIONAL EDUCATION TELEVISION AND RADIO CENTER, (4) REGIONAL NETWORKS AND EXCHANGE LIBRARIES, AND (5) THE EDUCATIONAL TELEVISION STATIONS DIVISION OF NATIONAL ASSOCIATION OF EDUCATIONAL BROADCASTERS (NAEB). THE REPORT HIGHLIGHTS A NATIONAL CONFERENCE, HELD IN WASHINGTON, WHICH WAS ATTENDED BY MORE THAN 260 PEOPLE REPRESENTING EVERY ETV STATION IN THE COUNTRY. THE CONCLUSIONS AND RECOMMENDATIONS OF THE CONFERENCE WERE PRESENTED. SOME OF THE ITEMS INCLUDED WERE--(1) THE FUTURE ROLE OF THE NET, (2) THE NEED FOR NATIONAL TV LIBRARIES, (3) THE USE OF AN NEED FOR FUNDS, (4) SUBSCRIPTION TV, (5) ENDOWMENTS, AND (6) ADVISORY COMMITTEES. (JC)

ED 003 162   64

RESEARCH MEMORANDUM, EVALUATION OF AN INSERVICE TELEVISION TRAINING PROGRAM IN MATHEMATICS FOR ELEMENTARY TEACHERS.
BY- MILLS, DONALD F.   KOPSTEIN, FELIX F.
EDUCATIONAL TESTING SERVICE, PRINCETON, N.J.
REPORT NUMBER NDEA-VIIB-399   PUB DATE   APR 65
REPORT NUMBER RM-65-6
EDRS PRICE MF-$0.27 HC-$6.68   167P.

DESCRIPTORS- *ACHIEVEMENT TESTS, *ELEMENTARY SCHOOL TEACHERS, *INSERVICE TEACHER EDUCATION, *INSTRUCTIONAL TELEVISION, *MODERN MATHEMATICS, *TEACHER ATTITUDES, EDUCATIONAL TELEVISION, EDUCATIONAL TESTING SERVICE (ETS), ETS COOPERATIVE STRUCTURE OF THE NUMBER SYSTEM TEST, ETS COOPERATIVE ARITHMETIC TEST, MATHEMATICS, NEW JERSEY, PRINCETON, SPECIAL INSIGHTFUL ARITHMETIC TEST, TEACHER SEMINARS,

AN EVALUATION WAS CONDUCTED TO ANSWER THREE QUESTIONS--(1) HOW MUCH DID ELEMENTARY SCHOOL TEACHERS WHO VIEWED INSTRUCTIONAL TELECASTS ON MODERN MATHEMATICS KNOW ABOUT THE NEWER MATHEMATICAL CONCEPTS BEFORE THE SERIES OF PROGRAMS BEGAN, AND WHAT WERE THEIR ATTITUDES, (2) HOW MUCH DID THE TEACHERS KNOW, AND HOW MUCH WERE THEIR ATTITUDES CHANGED AFTER VIEWING ALL THE TELECASTS AND PARTICIPATING IN ASSOCIATED ACTIVITIES, AND (3) WERE THE TEACHERS' INCREASED KNOWLEDGE AND POTENTIAL CHANGES IN ATTITUDES REFLECTED IN THEIR OWN CLASSROOM ACTIVITIES IN MATHEMATICS, AND DID THEIR OWN PUPILS' KNOWLEDGE AND ATTITUDES CHANGE AS A RESULT. THE SERIES OF TELECASTS CONSISTED OF 15 30-MINUTE PROGRAMS. TWELVE PILOT CENTERS WERE SET UP IN FOUR MAJOR REGIONAL LOCATIONS. TELECASTS WERE VIEWED AND SEMINAR DISCUSSIONS FOLLOWED. GUIDEBOOKS WERE USED FOR READING AND WORKING EXAMPLES. PRETESTS AND POST-TESTS WERE ADMINISTERED. THREE OBJECTIVE ACHIEVEMENT TESTS WERE USED--(1) THE ETS COOPERATIVE ARITHMETIC TEST, (2) THE ETS COOPERATIVE STRUCTURE OF THE NUMBER SYSTEM TEST, AND (3) A SPECIAL INSIGHTFUL ARITHMETIC TEST. OF THE APPROXIMATELY 350 TEACHERS, IT WAS POSSIBLE TO MATCH 192 PERSONS WHO HAD COMPLETED ALL TESTS AND THE TELECASTS. IT WAS FELT THAT THE TEACHERS DID NOT BENEFIT BY VIEWING THE SERIES OF TELECASTS, NOR DID THE TESTS USED IN THE EVALUATION MEASURE THOSE VARIABLES ON WHICH A CHANGE OCCURRED. (HB)

ED 003 163   64

A STUDY OF REGIONAL INSTRUCTIONAL MEDIA RESOURCES, PHASE I--MANPOWER.
BY- MARTIN, ANN H.   STONE, C. WALTER
PITTSBURGH UNIV., PA., CTR.LIB.AND ED. MEDIA STUD.
REPORT NUMBER NDEA-VIIB-392   PUB DATE   65
CONTRACT OEC-3-16-027
EDRS PRICE MF-$0.27 HC-$7.60   190P.

DESCRIPTORS- *HUMAN RESOURCES, *INSTRUCTIONAL MATERIALS, *JOB ANALYSIS, *MANPOWER DEVELOPMENT, *MEDIA RESEARCH, EMPLOYMENT QUALIFICATION, JOBS, MANPOWER, MEDIA SPECIALISTS, OCCUPATIONAL INFORMATION, PENNSYLVANIA, PITTSBURGH, VOCATIONAL EDUCATION, VOCATIONAL SCHOOLS,

A COMPREHENSIVE STUDY OF INSTRUCTIONAL MEDIA MANPOWER REQUIREMENTS AND RELATED PROFESSIONAL EDUCATION PROBLEMS WA CONDUCTED. THE SPECIFIC OBJECTIVES WERE (1) TO ESTABLISH A JOB CLASSIFICATION SYSTEM FOR MEDIA SERVICES, (2) TO SUGGES DIMENSIONS FOR FUTURE STUDIES OF MANPOWER REQUIREMENTS FOR MEDIA SERVICES, (3) TO SPELL OUT PROCEDURES FOR OTHER SIMILA STUDIES, AND (4) TO SUGGEST DATA WHICH COULD BE GATHERED TO CONTRIBUTE TOWARD THE DEVELOPMENT OF EDUCATIONAL OBJECTIVES, CURRICULUM, AND TRAINING MATERIALS FOR PERSONS WORKING IN ANY OF THE MEDIA FIELD SPECIALITIES. PROCEDURES INCLUDED COMBINING THE TECHNIQUES OF FUNCTIONAL JOB ANALYSIS AND THE CRITICAL INCIDENT TECHNIQUE TO PROVIDE (1) QUANTITATIVE INDICATORS FOR GROUPING MEDIA JOBS ACCORDING TO AREAS OF PERFORMANCE OR CAPABILITY, INTERESTS, AND SATISFACTIONS AND (2) SOME QUALITATIVE DIMENSIONS FOR CLASSIFYING EDUCATIONAL REQUIREMENTS FOR THE OCCUPATIONAL GROUPS DERIVED. A COMPUTER-BASED MULTIVARIATE STATISTICAL ANALYZER SYSTEM WAS ADOPTED FOR "FINDING" THE RELEVANT OCCUPATIONAL GROUPS AND

RELEVANT VARIABLES. THE MULTIDIMENSIONAL PERFORMANCE SPACE OBTAINED PROVIDES A WAY OF VIEWING THE CHANGES TAKING PLACE IN JOBS. FINDINGS REVEALED--(1) AS MORE TECHNOLOGICAL CHANGES OCCUR IN INSTRUCTIONAL SERVICES TO SCHOOLS AND COLLEGES, THE RELATIONSHIP BETWEEN OCCUPATIONS IN DISCRETE WORK FIELDS IS EXPECTED TO DIMINISH, (2) THAT SEVERAL DIFFERENT JOBS EXIST TO ACCOMPLISH THE SAME FUNCTIONAL TASKS, AND (3) A WHOLE NEW RANGE OF JOBS, EACH ASSOCIATED WITH PARTICULAR SKILLS AND KNOWLEDGES, HAS BEEN IDENTIFIED -- EDUCATIONAL TECHNICIANS, EDUCATIONAL SPECIALISTS, EDUCATIONAL COMMUNICATIONS SPECIALISTS, AND EDUCATIONAL MANAGERS. (HB)

ED 003 164 64

WORD-PICTURE RELATIONSHIPS IN AUDIOVISUAL PRESENTATIONS.
BY- MAY, MARK A.
MAY, MARK A., HAMDEN, CONN.
REPORT NUMBER NDEA-VIIB-530 NO. 2 PUB DATE 20 JUL 65
CONTRACT OEC-5-16-006
EDRS PRICE MF-$0.18 HC-$4.84 121P.

DESCRIPTORS- *AUDIOVISUAL INSTRUCTION, *LEARNING THEORIES, *STIMULUS DEVICES, *VERBAL LEARNING, *VISUAL DISCRIMINATION, CONNECTICUT, HAMDEN, INSTRUCTIONAL FILMS, LABORATORY EXPERIMENTS, LEARNING MOTIVATION, LEARNING PROCESSES, MOTIVATION TECHNIQUES, TASK PERFORMANCE,

THE MERITS OF VISUAL AND AUDITORY STIMULI AT EACH STAGE OF THE LEARNING PROCESS WERE PRESENTED IN THIS WORKING PAPER. SPECIAL ATTENTION WAS GIVEN TO THE DIFFERENCES IN RESPONSES REQUIRED AT EACH STAGE AND THEIR CONTROL BY THE NATURE OF THE LEARNING TASK. THE PROBLEM WAS APPROACHED BY A CONSIDERATION OF THE BASIC PROPERTIES OF WORDS AND PICTURES AND AN ANALYSIS OF THE RESPONSES REQUIRED FOR LEARNING. A REVIEW OF EXPERIMENTS AND LITERATURE SHOWED A LACK OF RELEVANT EXPERIMENTAL DATA. THIS ANALYSIS ACCOUNTED FOR FOUR SETS OF VARIABLES -- STIMULUS, RESPONSE, TASK, AND AUDIENCE. THE SPECIFICATION OF THE SEQUENCE OF RESPONSES WAS DETERMINED BY THE NATURE OF THE LEARNING TASK, AND MOTIVATED, CUED, AND REINFORCED BY STIMULUS VARIABLES, AUDIENCE VARIABLES DETERMINED THE ABILITY TO MAKE THE REQUIRED RESPONSES TO THE STIMULI, WHICH WERE GENERAL INTELLIGENCE, SPECIAL APTITUDES, AND PREVIOUSLY ACQUIRED KNOWLEDGE. THE ANALYSIS SHOWED THE ASSESSMENT PROBLEMS OF VISUAL, AUDITORY, AND AUDIOVISUAL STIMULI. MORE LABORATORY EXPERIMENTS WERE SUGGESTED TO EXPLORE THE RELATIONSHIPS OF SENSORY DOMINANCE LEARNING AND RETENTION. (RS)

ED 003 165 64

EDUCATIONAL COMMUNICATIONS SYSTEM, PHASES I AND II.
BY- FELLOWS, JAMES A. WITHERSPOON, JOHN P.
NATIONAL ASSN. OF EDUCATIONAL BROADCASTERS
REPORT NUMBER NDEA-VIIB-450 PUB DATE MAY 65
EDRS PRICE MF-$0.18 HC-$2.48 62P.

DESCRIPTORS- *COLLEGES, *COMMUNICATIONS, *COOPERATIVE PROGRAMS, *NATIONAL SURVEYS, *SYSTEMS DEVELOPMENT, COMMUNICATION THEORY, COOPERATIVE PLANNING, COOPERATIVE TEACHERS, DISTRICT OF COLUMBIA, INTERVIEWS, RESEARCH METHODOLOGY, RESEARCH TOOLS, SURVEYS,

THE PURPOSE WAS TO CONDUCT A SYSTEMATIC INVESTIGATION OF THE NEEDS THAT AN EDUCATIONAL COMMUNICATIONS SYSTEM MIGHT MEET AND THE LEVEL OF INTEREST NOW PREVALENT AT THE COLLEGE AND UNIVERSITY LEVEL. CONTACTS WERE MADE WITH PROFESSIONAL EDUCATION ASSOCIATIONS, RESEARCHERS, COLLEGE ADMINISTRATORS, AND GOVERNMENT PERSONNEL. QUESTIONNAIRES AND PERSONAL INTERVIEWS WERE USED TO GATHER DATA. REPRESENTATIVES OF NEARLY 50 MAJOR INSTITUTIONS OF HIGHER LEARNING INDICATED THAT ELECTRONIC INTERCONNECTION IS BELIEVED TO BE ACADEMICALLY AND ADMINISTRATIVELY VALUABLE. PROJECTED USES HAVE BEEN SUGGESTED FOR ELECTRONIC INTERCONNECTION IN STUDENT RECORD TRANSFERS, COOPERATIVE RESEARCH TECHNIQUES, AND COOPERATIVE TEACHING. A FOLLOWUP STUDY PHASE WAS RECOMMENDED TO PROVIDE INFORMATION ABOUT EDUCATIONAL OBJECTIVES, TECHNICAL REQUIREMENTS, ADMINISTRATIVE ORGANIZATION, AND COSTS INVOLVED IN THE DEVELOPMENT AND OPERATION OF AN EDUCATIONAL COMMUNICATIONS SYSTEM. (HB)

ED 003 166 64

SURVEY OF EDUCATIONAL MEDIA RESEARCH AND PROGRAMS IN LATIN AMERICA.
BY- ELY, DONALD P.
SYRACUSE UNIV., N.Y., NEWHOUSE COMMUNICATIONS CTR.
REPORT NUMBER NDEA-VIIB-418 PUB DATE 65
CONTRACT OE-4-16-003
EDRS PRICE MF-$0.18 HC-$4.32 108P.

DESCRIPTORS- *EDUCATIONAL RESEARCH, *MEDIA RESEARCH, *RESEARCH METHODOLOGY, *SURVEYS, LATIN AMERICA, NEW YORK, QUESTIONNAIRES, SYRACUSE,

A SURVEY OF EDUCATIONAL MEDIA RESEARCH IN 19 LATIN AMERICAN COUNTRIES WAS CONDUCTED AND ASSESSED. ITS PURPOSE WAS TO IDENTIFY, REPORT, AND DISSEMINATE INFORMATION ON THOSE AGENCIES AND PERSONNEL ENGAGED IN SUCH RESEARCH. A PRELIMINARY ANALYSIS DETERMINED WHICH AGENCIES WERE CONDUCTING OR HAD ACCESS TO EDUCATIONAL MEDIA RESEARCH. A QUESTIONNAIRE WAS SENT TO DETERMINE FURTHER INFORMATION ON THE EXTENT OF EACH COUNTRY'S EDUCATIONAL MEDIA. THE FINAL SAMPLE CONSISTED OF 64 PERSONS REPRESENTING 28 DIFFERENT AGENCIES IN 7 COUNTRIES WHERE RESEARCH PROGRAMS WERE IDENTIFIED, DATA FROM LETTERS, QUESTIONNAIRES, INTERVIEWS, AND THE RESEARCH STUDIES THEMSELVES WERE COMPILED. DESCRIPTIONS OF MEDIA RESEARCH IN 19 COUNTRIES AT THE TIME OF THE REPORT PUBLICATION ARE INCLUDED. (HB)

ED 003 167 64

THE INTERFACE BETWEEN STUDENT AND SUBJECT MATTER.
BY- GLASER, ROBERT AND OTHERS
PITTSBURGH UNIV., PA., LEARNING RES. AND DEV. CTR.
REPORT NUMBER NDEA-VIIB-401 PUB DATE 64
CONTRACT OEC-3-16-043
EDRS PRICE MF-$0.27 HC-$7.16 179P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *INSTRUCTIONAL INNOVATION, *LEARNING, COMMUNICATION, INSTRUCTIONAL MATERIALS, PENNSYLVANIA, PITTSBURGH, PROGRAMED INSTRUCTION,

THE STUDY EXAMINED THE DISPLAY AND RESPONSE CHARACTERISTICS BY WHICH A STUDENT CAN INTERACT WITH A SUBJECT MATTER DISCIPLINE. IT ASSUMED THAT THE STUDENT-SUBJECT MATTER INTERFACE IS A FUNCTION OF THE STIMULUS AND RESPONSE PROPERTIES OF THE SUBJECT MATTER AND THE LEARNING REQUIREMENTS OF THE KIND OF BEHAVIOR BEING

TAUGHT. CHAPTER ONE COVERED THE BACKGROUND OF THE PROBLEM AND THE APPROACH. CHAPTER TWO COVERED SUBJECT MATTER IMPLICATIONS FOR AN INTERFACE, INTERFACE ASPECTS AND INSTRUCTIONAL REQUIREMENTS, AND POSSIBILITIES OF A GENERAL PURPOSE STUDENT-SUBJECT MATTER INTERFACE. CHAPTER THREE DISCUSSED VISUAL COMMUNICATIONS, AUDITORY COMMUNICATIONS, AND RESPONSE DEVICES. CHAPTER FOUR DISCUSSED PRINCIPAL TASKS, PROBLEMS FOR INVESTIGATION, AND SUPPORT TASKS. (HB)

ED 003 168 64

NATIONAL CONFERENCE OF THE USES OF EDUCATIONAL MEDIA IN THE TEACHING OF MUSIC.
BY- MALTZMAN, EDWARD
MUSIC EDUCATORS NATIONAL CONFERENCE, WASH., D.C.
REPORT NUMBER NDEA-VIIB-471 PUB DATE APR 65
CONTRACT OEC-4-16-021
EDRS PRICE MF-$0.45 HC-$11.80 295P.

DESCRIPTORS- *CONFERENCES, *INSTRUCTIONAL IMPROVEMENT, *INSTRUCTIONAL MATERIALS, *MUSIC EDUCATION, *MUSIC THEORY, DISTRICT OF COLUMBIA, ELECTRONIC EQUIPMENT, INSTRUCTIONAL FILMS, INSTRUCTIONAL TECHNOLOGY, PROGRAMED MATERIALS, TEACHING MACHINES,

A 5-DAY CONFERENCE HELD IN DECEMBER 1964 PROVIDED A FORUM FOR MUSIC EDUCATORS FROM ALL SECTIONS OF THE COUNTRY TO DISCUSS THE USES, IMPLICATIONS, AND POTENTIALS OF NEW DEVELOPMENTS IN EDUCATIONAL MEDIA AND TECHNOLOGY IN MUSIC EDUCATION. DR. R. BUCKMINSTER FULLER PRESENTED THE KEYNOTE SPEECH. EDUCATIONAL MEDIA WERE DISCUSSED BY COMMITTEES COVERING (1) INSTRUMENTAL MUSIC, (2) CHORAL MUSIC, (3) MUSIC THEORY, (4) MUSIC LITERATURE, AND (5) GENERAL MUSIC. DISCUSSIONS OF MEDIA WERE DIVIDED INTO (1) FILMS AND TELEVISION, (2) AUDIO DIVICES, (3) TEACHING MACHINES AND PROGRAMED INSTRUCTION, (4) ELECTRONIC DEVICES AND INSTRUCTIONAL SYSTEMS, AND (5) PRINTED MATERIALS. RECOMMENDATIONS WERE PROVIDED FOR IMPROVEMENT AND EXPANSION OF THE USES OF THE SEVERAL MEDIA FOR MORE EFFECTIVE TEACHING OF MUSIC. (JM)

ED 003 169 64

ENHANCEMENTS AND SIMPLIFICATIONS OF MOTIVATIONAL AND STIMULUS VARIABLES IN AUDIOVISUAL INSTRUCTIONAL MATERIALS.
BY- MAY, MARK A.
MAY, MARK A., HAMDEN, CONN.
REPORT NUMBER NDEA-VIIB-530 NO. 1 PUB DATE 10 JUL 65
CONTRACT OEC-5-16-006
EDRS PRICE MF-$0.18 HC-$4.52 113P.

DESCRIPTORS- *INSTRUCTIONAL AIDS, *INSTRUCTIONAL MATERIALS, *LEARNING THEORIES, *RESEARCH PROBLEMS, AUDIOVISUAL AIDS, CONNECTICUT, HAMDEN, INSTRUCTIONAL TECHNOLOGY, LEARNING, LEARNING ACTIVITIES, LEARNING EXPERIENCES, LEARNING MOTIVATION, LEARNING PROCESSES, RESEARCH METHODOLOGY, STIMULUS BEHAVIOR,

THE THEORETICAL ORIENTATION OF THIS PAPER IS TOWARD STIMULUS RESPONSE (S-R) LEARNING THEORY, WITH EMPHASIS ON THE POLLARD-MILLER PARADIGM OF (1) DRIVE, (2) CUE, (3) RESPONSE, AND (4) REWARD. IN THE CONSTRUCTION AND UTILIZATION OF MEDIA AND TEACHING MATERIALS, THESE FOUR CONDITIONS REQUIRE THE EMPLOYMENT OF A NUMBER OF INSTRUCTIONAL VARIABLES. THIS PAPER DEALT WITH MOTIVATORS, REINFORCERS, CUE IDENTIFIERS, AND SIMPLIFIERS. OTHERS WILL BE CONSIDERED IN SUBSEQUENT WORKING PAPERS. THE AUTHOR HAS SUMMARIZED THE RESULTS OF EXPERIMENTS CONCERNING THE SELECTED VARIABLES, AND HAS POINTED OUT PROBLEMS FOR FUTURE RESEARCH. THERE WERE SEVERAL BROAD AREAS RECOMMENDED FOR COMPREHENSIVE PROGRAMS OF RESEARCH, WHICH WOULD POSSIBLY EXTEND OVER SEVERAL YEARS. IN ADDITION, A NUMBER OF SMALLER AND MORE EASILY SOLVABLE PROBLEMS WERE SUGGESTED, SOME OF WHICH MIGHT BE SUITABLE FOR A MASTER'S THESIS OR FOR A PH.D. DISSERTATION. (JC)

ED 003 170 64

EVALUATIONS OF SUMMER 1965 NDEA INSTITUTES, A REPORT EVALUATING NDEA INSTITUTES FOR ADVANCED STUDY FOR EDUCATIONAL MEDIA SPECIALISTS AND SCHOOL LIBRARY PERSONNEL.
BY- BROWN, JAMES W.
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.
REPORT NUMBER NDEA-VIIB-571 PHASE 1 PUB DATE NOV 65
EDRS PRICE MF-$0.18 HC-$3.24 81P.

DESCRIPTORS- *INSERVICE TEACHER EDUCATION, *INSTITUTE TYPE COURSES, *INSTRUCTIONAL MATERIALS, *PROGRAM EVALUATION, DISTRICT OF COLUMBIA, EDUCATIONAL MEDIA INSTITUTE EVALUATION PROJECT, INSTRUCTIONAL IMPROVEMENT, NATIONAL DEFENSE EDUCATION ACT INSTITUTES, SCHOOL LIBRARIES,

APPROXIMATELY 500 NATIONAL DEFENSE EDUCATION ACT INSTITUTES FOR ELEMENTARY AND SECONDARY SCHOOL TEACHERS WERE EVALUATED DURING THE SUMMER OF 1965. THE EDUCATION MEDIA INSTITUTE EVALUATION (EMIE) PROJECT EVALUATED (1) EDUCATIONAL MEDIA SPECIALIST INSTITUTES, (2) SCHOOL LIBRARIANSHIP INSTITUTES THAT EMPHASIZED THE INSTRUCTIONAL MATERIALS CENTER CONCEPT, AND (3) NEW MATERIALS INSTITUTES IN THE FIELDS OF ENGLISH, READING, MODERN FOREIGN LANGUAGES, GEOGRAPHY, AND HISTORY. RECOMMENDATIONS FOR FUTURE INSTITUTE ACTIVITIES WERE SUGGESTED. (JM)

ED 003 171 64

THE FEASIBILITY OF A COOPERATIVELY OWNED MULTIPURPOSE, MULTICHANNEL, CLOSED-CIRCUIT TELEVISION SYSTEM FOR INSTRUCTION, MATERIALS DISTRIBUTION, AND ADMINISTRATIVE DATA HANDLING.
BY- MCCLUER, V.C. AND OTHERS
COOPERATING SCHOOLS A-V CORP.OF ST.LOUIS CTY., MO.
REPORT NUMBER NDEA-VIIB-472 PUB DATE 65
CONTRACT OEC-4-16-024
EDRS PRICE MF-$0.45 HC-$11.92 298P.

DESCRIPTORS- *ADMINISTRATION, *CLOSED CIRCUIT TELEVISION, *EDUCATIONAL TELEVISION, *MULTICHANNEL PROGRAMING, COOPERATIVE PLANNING, COOPERATIVE PROGRAMS, DATA COLLECTION, INSTRUCTIONAL MATERIALS, MISSOURI, PILOT PROJECTS, SCHOOL DISTRICTS, ST. LOUIS, TELEVISED INSTRUCTION,

A FEASIBILITY STUDY WAS CONDUCTED TO DESIGN AND EVALUATE A MULTIPURPOSE TELEVISION SYSTEM FOR (1) DIRECT INSTRUCTION, (2) TRANSMISSION OF INSTRUCTIONAL MATERIALS, AND (3) ADMINISTRATIVE REQUIREMENTS OF A GROUP OF NEIGHBORING PUBLIC SCHOOL DISTRICTS IN A LARGE URBAN-SUBURBAN AREA. THE STUDY INCLUDED A DETAILED INVESTIGATION OF EQUIPMENT. THE SYSTEM IS A RECORDING, STORAGE, TRANSMITTER, AND DISPLAY SYSTEM FOR INSTRUCTIONAL AND ADMINISTRATIVE MESSAGES. THE CURRICULAR

POTENTIAL AND TEACHER TRAINING REQUISITES OF THE SYSTEM WERE DETAILED. (HB)

ED 003 172 64
INSTRUCTIONAL MEDIA--A PROCEDURE FOR THE DESIGN OF MULTIMEDIA INSTRUCTION, A CRITICAL REVIEW OF RESEARCH, AND SUGGESTIONS FOR FUTURE RESEARCH.
BY- BRIGGS, LESLIE J. AND OTHERS
AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES
REPORT NUMBER NDEA-VIIB-498 PUB DATE OCT 65
REPORT NUMBER AIR-E-57-10/65-FR
CONTRACT OEC-5-16-011
EDRS PRICE MF-$0.45 HC-$11.52 288P.

DESCRIPTORS- *AUDIOVISUAL INSTRUCTION, *CURRICULUM DEVELOPMENT, *INSTRUCTIONAL MATERIALS, *MEDIA RESEARCH, CALIFORNIA, EDUCATIONAL OBJECTIVES, EDUCATIONAL RESOURCES, FILMS, INSTRUCTIONAL TECHNOLOGY, LEARNING PROCESSES, MEDIA SPECIALISTS, PALO ALTO, PROGRAMED INSTRUCTION, RADIO, SCIENCE EDUCATION, TELEVISED INSTRUCTION,

A PROCEDURE WAS DEVELOPED WHEREBY EDUCATIONAL SPECIALISTS COULD PREPARE THE SPECIFICATIONS FOR MEDIA IN WHICH VARIOUS SEQUENCES OF INSTRUCTION WOULD BE PROGRAMED AND DEVELOPED. PROCEDURES WERE DEVELOPED AND TRIED FOR A SET OF BEHAVIORAL OBJECTIVES FOR AN EXPERIMENTAL CURRICULUM IN SCIENCE INSTRUCTION. IT WAS POSSIBLE TO ILLUSTRATE AND IMPLEMENT THE STEPS OUTLINED FOR SAMPLE OBJECTIVES REPRESENTING VARIOUS KINDS OF LEARNING. AN IMPLICATION OF THE STUDY WAS THAT MEDIA RESEARCH NEEDS TO BE CONDUCTED FOR SINGLE EXPERIMENTAL OBJECTIVES REPRESENTING VARIOUS KINDS OF LEARNING. (JC)

ED 003 173 64
INSTRUCTIONAL TELEVISION MATERIALS, A GUIDE TO FILMS, KINESCOPES, AND VIDEOTAPES AVAILABLE FOR TELEVISED USE.
BY- COHEN, EDWIN G.
NATIONAL INSTRUCTIONAL TELEVISION LIBRARY,NEW YORK
REPORT NUMBER NDEA-VIIB-03[illegible] NO. 2 PUB DATE 64
EDRS PRICE MF-$0.18 HC [illegible]2.40 60P.

DESCRIPTORS- *EDUCATIONAL TELEVISION, *INDEXES (LOCATORS), *INSTRUCTIONAL TELEVISION, *TELEVISED INSTRUCTION, BROADCAST TELEVISION, CLOSED CIRCUIT TELEVISION, CURRICULUM GUIDES, FILMS, NEW YORK, NEW YORK CITY, PHONOTAPE RECORDINGS, VIDEOTAPE RECORDINGS,

THIS GUIDE DESCRIBES INSTRUCTIONAL MATERIALS AVAILABLE DIRECTLY FROM DISTRIBUTORS FOR BROADCAST AND CLOSED-CIRCUIT USE. IT ALSO LISTS INSTRUCTIONAL MATERIALS STILL BEING PLANNED OR PRODUCED, AS WELL AS SELECTED PUBLICATIONS ON INSTRUCTIONAL TELEVISION. THIS IS THE SECOND REVISED EDITION OF THE GUIDE. (LP)

ED 003 174 64
A STUDY TO DETERMINE THE FEASIBILITY OF THE COOPERATIVE PRODUCTION OF RECORDED INSTRUCTIONAL TELEVISION MATERIALS FOR EXCHANGE IN THE GREAT PLAINS REGION, FINAL REPORT.
BY- BELL, RICHARD H.
NEBRASKA UNIV., LINCOLN
REPORT NUMBER NDEA-VIIB-035A-NO. 1 PUB DATE 30 JUN 65
EDRS PRICE MF-$0.27 HC-$5.72 143P.

DESCRIPTORS- *COOPERATIVE PLANNING, *INSTRUCTIONAL TELEVISION, *REGIONAL PROGRAMS, *TELEVISED INSTRUCTION, CURRICULUM DEVELOPMENT, LINCOLN, NEBRASKA, QUESTIONNAIRES, SURVEYS,

A 14-MONTH STUDY WAS MADE TO DETERMINE THE FEASIBILITY OF COOPERATIVE PRODUCTION OF INSTRUCTIONAL TELEVISION MATERIALS FOR EXCHANGE IN THE GREAT PLAINS REGION. IN CARRYING OUT THE STUDY, THE INVESTIGATOR USED THESE PROCEDURES--(1) SELECTION OF A PROJECT COMMITTEE FROM REPRESENTATION OF ALL 12 STATES IN THE GREAT PLAINS AREA, (2) SELECTION OF RESOURCE PERSONNEL, (3) SCHEDULING OF COMMITTEE MEETINGS, AND (4) SPECIFICATION OF SPECIFIC ACTIVITIES. ACTIVITIES REPORTED INCLUDE (1) THE FINDINGS FROM A QUESTIONNAIRE DISTRIBUTED TO HIGH SCHOOLS, TEACHERS, SUPERVISORS, AND ADMINISTRATORS CONCERNING INSTRUCTIONAL TELEVISION, (2) EXPERIMENTS IN THE COOPERATIVE PRODUCTION OF A TELEVISED SERIES OF LESSONS AND THE EVALUATION RESULTS, AND (3) A REPORT ON A SURVEY MADE OF STATE DEPARTMENTS OF EDUCATION IN THE AREA. A LISTING OF RESOURCES WAS ALSO OBTAINED. A MAJOR OUTCOME OF THE PROJECT WAS THE OUTLINING OF THREE PROPOSED TELEVISION SERIES OF PRESENTATIONS SUITED TO COOPERATIVE PRODUCTION. IT WAS ESTABLISHED THAT COOPERATIVE PRODUCTION IS FEASIBLE AND SHOULD BE UNDERTAKEN. A NUMBER OF SPECIFIC RECOMMENDATIONS WERE PRESENTED. (JC)

ED 003 175 56
STUDENT COUNCILS, INVESTIGATION OF THEIR VISUAL AIDS AND UTILIZATION.
BY- PAINE, FRANK R. AND OTHERS
MISSISSIPPI UNIV., UNIVERSITY
REPORT NUMBER NDEA-VIIA-375 PUB DATE 60
EDRS PRICE MF-$0.18 HC-$4.76 119P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *FILMS, *STUDENT ORGANIZATIONS, FILMSTRIPS, INTERVIEWS, MISSISSIPPI, STUDENT PARTICIPATION, STUDENTS, UNIVERSITY,

THIS STUDY WAS PRIMARILY CONCERNED WITH AUDIOVISUAL AIDS AND THEIR USE AND POTENTIAL USE TO ENRICH STUDENT COUNCIL WORK. EIGHTEEN SCHOOLS WERE VISITED FOR THE PURPOSE OF OBTAINING INTERVIEWS WITH SPONSORS AND STUDENT COUNCIL MEMBERS. IT WAS GENERALLY FOUND THAT FAVORABLE AND CLEARLY DEFINED OPPORTUNITIES PRESENT THEMSELVES FOR STRENGTHENING THE WORK OF ALL EXISTING STUDENT COUNCILS, AND FOR RAPIDLY EXTENDING THE BENEFITS OF STUDENT COUNCILS INTO THOUSANDS OF NEW SCHOOLS. IN PART, THIS OPPORTUNITY CAN BE MET BY SUPPLYING THE LEADERS OF THE STATE AND NATIONAL ORGANIZATIONS WITH EDUCATIONAL MATERIALS THEY REQUEST--AN ADEQUATE SELECTION OF MODERN FILMS AND FILMSTRIPS OF HIGH QUALITY AND SUPERIOR CONTENT. RECOMMENDATIONS WERE THAT NEW FILMS BE PRODUCED AND THAT THEY BE AIMED AT A HIGHER LEVEL THAN THOSE NOW EXISTING. (LP)

ED 003 176 56
THE DEVELOPMENT AND EVALUATION OF A CURRICULUM FOR EDUCABLE MENTAL RETARDATES UTILIZING SELF-INSTRUCTOR DEVICES OR TEACHING MACHINES.
BY- BLACKMAN, LEONARD S. AND OTHERS
EDWARD R. JOHNSTONE TRAINING AND RESEARCH CENTER
REPORT NUMBER NDEA-VIIA-368 PUB DATE 23 FEB 64
GRANT OEG-7-20-073

EDRS PRICE MF-$0.54 HC-$14.88 372P.

DESCRIPTORS- *AUTOINSTRUCTIONAL AIDS, *CURRICULUM DEVELOPMENT, *CURRICULUM EVALUATION, *EDUCABLE MENTALLY HANDICAPPED, *TEACHING TECHNIQUES, BORDENTOWN, INSTRUCTIONAL PROGRAMS, NEW JERSEY, PROGRAM EVALUATION, PROGRAMED INSTRUCTION, TEACHING MACHINES,

AN EVALUATION OF SELF-INSTRUCTIONAL DEVICES IN THE CLASSROOM AND THE RELATED PSYCHOLOGICAL RESEARCH WERE PRESENTED. PART 1 COVERED PHASES OF MACHINE AND PROGRAM DEVELOPMENT, A REVIEW OF RELEVANT LITERATURE, AND THE MAJOR EXPERIMENT. EDUCABLE MENTALLY RETARDED 14-YEAR-OLDS WERE SELECTED AND DIVIDED INTO TWO GROUPS. THE EXPERIMENTAL GROUP CONSISTED OF 19 PERSONS AND THE CONTROL GROUP, 17 PERSONS. BOTH GROUPS WERE PRE- AND POST-TESTED AT THE BEGINNING AND END OF THE YEAR. THE EXPERIMENTAL GROUP RECEIVED PROGRAMED INSTRUCTION AND THE CONTROL GROUP WAS TAUGHT CONVENTIONALLY. AN ANALYSIS OF THE DATA COLLECTED SHOWED NEGATIVE RESULTS IN THE EFFECTIVENESS OF MACHINE INSTRUCTION SKILL DEVELOPMENT WITH THE EXCEPTION OF ONE ARITHMETIC MEASURE. FURTHER RESEARCH WAS ENCOURAGED TO STUDY THE PSYCHOLOGICAL PROPERTIES OF SCHOOL TASKS. PART 2 INCLUDED THEORETICAL STATEMENTS AND LITERATURE SURVEYS. (RS)

ED 003 177 56

DEVELOPMENT AND EVALUATION OF SELF-INSTRUCTIONAL MATERIALS FOR UNDERACHIEVING AND OVERACHIEVING STUDENTS.
BY- SILBERMAN, HARRY AND OTHERS
SYSTEM DEVELOPMENT CORP., SANTA MONICA, CALIF.
REPORT NUMBER NDEA-VIIA-671 PUB DATE JUL 62
REPORT NUMBER TM-727
GRANT OEG-704137-01
EDRS PRICE MF-$0.18 HC-$4.84 121P.

DESCRIPTORS- *AUTOINSTRUCTIONAL AIDS, *EVALUATION TECHNIQUES, *EXPERIMENTAL PROGRAMS, *INDIVIDUAL CHARACTERISTICS, *PROGRAMED INSTRUCTION, CALIFORNIA, EDUCATIONAL EXPERIMENTS, GEOMETRY, HIGH SCHOOL STUDENTS, INSTRUCTIONAL MATERIALS, LEARNING, LOW ACHIEVERS, OVERACHIEVERS, SANTA MONICA, UNDERACHIEVERS,

AN EXPLORATION OF THE INTERACTION BETWEEN PROGRAMED TEACHING DEVICES AND INDIVIDUAL CHARACTERISTICS OF HIGH SCHOOL STUDENTS WAS UNDERTAKEN. THERE WERE FOUR PARTS -- PREPARATION OF MATERIALS ON GEOMETRY, THE ESTABLISHMENT OF CRITERION MEASURES, PRELIMINARY PILOT EXPERIMENTS, AND THE MAIN EXPERIMENT. THE MAIN EXPERIMENT WAS PERFORMED IN 27 CLASSES IN 3 HIGH SCHOOLS. THE VARIABLES TESTED WERE ACHIEVEMENT CHARACTERISTICS (OVER, NORMAL, AND UNDERACHIEVERS) OF APPROXIMATELY 250 STUDENTS, AND THE ROTE AND CONCEPTUAL FORMS OF THE PROGRAM. THE CONCLUSIONS WERE (1) THE DIMENSIONS FOR SPECIFYING THE LEARNING TASK, METHOD, AND STUDENT HAVE NOT BEEN IDENTIFIED, (2) A PERIOD OF INFORMAL HYPOTHESIS DEVELOPMENT SHOULD PRECEDE FORMAL EXPERIMENTS, AND (3) THE POTENTIAL ADVANTAGES OF PROGRAMED INSTRUCTION, AND PARTICULARLY OF HIGHLY RESPONSIVE PROGRAMED INSTRUCTION, ARE NOT EFFECTIVE AT THE SECONDARY SCHOOL LEVEL. ATTEMPTS TO KEEP METHODS WITHIN THE PROGRAMED INSTRUCTION FRAMEWORK HAVE IMPAIRED THE EFFECTIVENESS OF THE INSTRUCTION. FUTURE RESEARCH WAS SUGGESTED TO DETERMINE THE EFFECTIVE COMBINATION OF INSTRUCTIONAL TECHNIQUES AND METHODS FOR SPECIFIED TASKS AND FOR STUDENTS OF SPECIFIED CHARACTERISTICS. (RS)

ED 003 178 56

COMPARATIVE RESEARCH ON METHODS AND MEDIA FOR PRESENTING PROGRAMED COURSES IN MATHEMATICS AND ENGLISH.
BY- CARPENTER, C.R. GREENHILL, L.P.
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
REPORT NUMBER NDEA-VIIA-567 PUB DATE MAR 63
GRANT OEG-736116
EDRS PRICE MF-$0.18 HC-$3.36 84P.

DESCRIPTORS- *ENGLISH INSTRUCTION, *MATHEMATICS INSTRUCTION, *MEDIA RESEARCH, *METHODS RESEARCH, *PROGRAMED INSTRUCTION, CLOSED CIRCUIT TELEVISION, COMPARATIVE ANALYSIS, GROUP INSTRUCTION, PACING, PENNSYLVANIA, PROGRAMED MATERIALS, TIME FACTORS (LEARNING), UNIVERSITY PARK,

THE GENERAL PURPOSES WERE (1) TO INVESTIGATE THE POSSIBILITIES OF PROGRAMING ENTIRE COURSES IN MATHEMATICS AND ENGLISH GRAMMAR AND (2) TO COMPARE DIFFERENT METHODS AND MEDIA, WITH SPECIAL EMPHASIS ON CLOSED-CIRCUIT TELEVISION, FOR PRESENTING PROGRAMED LEARNING MATERIALS. TO ACCOMPLISH THE OBJECTIVES, IT WAS NECESSARY TO ANALYZE THE PROBLEMS OF PACING AND INDIVIDUAL AND GROUP CONDITIONS FOR THE LEARNING OF PROGRAMED COURSES. THIS RESEARCH QUESTIONED THAT THE BEST METHODS OF USING PROGRAMED MATERIALS ARE SELF-PACING AND INDIVIDUALIZED STUDY. IT WAS SUGGESTED THAT A LEARNER'S OWN SPEED MAY NOT BE THE OPTIMUM RATE. THE RESEARCH SHOWED SOME OF THE POSSIBILITIES OF USING COMBINATIONS OF NEW MEDIA WITH PACED PROGRAMS FOR INSTRUCTING LARGE NUMBERS OF STUDENTS SIMULTANEOUSLY IN TIME-LIMITED PERIODS OF INSTRUCTION. (LP)

ED 003 179 56

AN INVESTIGATION OF PROGRAMING PRINCIPLES AS APPLIED TO THE PRODUCTION AND UTILIZATION OF FILMSTRIPS AND FILMSTRIP-TYPE MATERIALS IN NATURAL SCIENCE.
BY- HALL, KEITH A. AND OTHERS
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
REPORT NUMBER NDEA-VIIA-659 PUB DATE AUG 64
GRANT OEG-7-48-0720-123
EDRS PRICE MF-$0.18 HC-$4.56 114P.

DESCRIPTORS- *FILM PRODUCTION, *FILMSTRIPS, *PROGRAM EVALUATION, AUTOINSTRUCTIONAL PROGRAMS, GROUP INSTRUCTION, INDIVIDUAL INSTRUCTION, INSTRUCTIONAL FILMS, PACING, PENNSYLVANIA, PROGRAMED INSTRUCTION, PROGRAMING, SCIENCE EDUCATION, UNIVERSITY PARK,

A COMPARISON WAS MADE OF THE EFFECTS UPON LEARNING ACHIEVED FROM (1) EXISTING COMMERCIAL FILMSTRIPS, COMBINING VISUALS WITH PRINTED CAPTIONS AND (2) SIMILAR FILMSTRIPS, COVERING THE SAME CONTENT BUT PRESENTED IN SMALL, PREVIOUSLY TESTED SEGMENTS WITH ACTIVE RESPONSE REQUIRED OF THE STUDENT. ALSO, ATTEMPTS WERE MADE TO (1) STUDY THE EFFECTS OF GROUP AND INDIVIDUAL PACING AND (2) MEASURE EFFECTS OF CONFIRMATION OF RESPONSE TO QUESTIONS ASKED DURING PRESENTATION AND COMPARE THE RESULTS WITH RESULTS FROM PRESENTATION WITH NO CONFIRMATION. IN GROUP PRESENTATIONS, THE CAPTIONS WERE READ BOTH VISUALLY AND ORALLY, BUT IN INDIVIDUAL STUDY THE CHILD HAD NO ORAL PRESENTATION. THE STUDY WAS MADE WITH STUDENTS IN GRADES 5, 7, 11, AND 12. RESULTS INDICATED THAT IN ALL GRADES THE PROGRAMED PRESENTATION PRODUCED BETTER POST-TEST SCORES.

HOWEVER, NO CONCLUSIONS COULD BE DRAWN CONCERNING RELATIVE EFFECTIVENESS OF INDIVIDUAL PRESENTATION AND PACING OR OF GROUP PRESENTATION AND PACING. NO SIGNIFICANT DIFFERENCES WERE FOUND THAT WOULD VERIFY EFFECTIVENESS OF CONFIRMATION. (AL)

ED 003 180 56

THE CONSTRUCTION AND EVALUATION OF A SELF-INSTRUCTIONAL PROGRAM IN RUSSIAN.
BY- SALTZMAN, IRVING J.
INDIANA UNIV. FOUNDATION, BLOOMINGTON
REPORT NUMBER NDEA-VIIA-658 PUB DATE 64
GRANT OEG-712133
EDRS PRICE MF-$0.18 HC-$2.56 64P.

DESCRIPTORS- *LANGUAGE INSTRUCTION, *LANGUAGE SKILLS, *PROGRAMED INSTRUCTION, *PROGRAMED MATERIALS, *RUSSIAN, AUDIOLINGUAL METHODS, AUDIOVISUAL AIDS, AUTOINSTRUCTIONAL AIDS, BLOOMINGTON, COLLEGE STUDENTS, HIGH SCHOOL STUDENTS, INDIANA, INSTRUCTIONAL MATERIALS, RESEARCH TOOLS, SEATTLE, STUDENTS, TAPE RECORDINGS, WASHINGTON,

A SELF-INSTRUCTIONAL PROGRAMED COURSE IN RUSSIAN WAS CONSTRUCTED. FIFTEEN THOUSAND PRINTED FRAMES AND 306 TAPES WERE PREPARED FOR USE BY HIGH SCHOOL OR FIRST-SEMESTER COLLEGE STUDENTS. THE MATERIALS WERE USED TO (1) PROVIDE A RESEARCH TOOL FOR STUDYING SECOND LANGUAGE INSTRUCTION AND ACQUISITION AND (2) YIELD INFORMATION ABOUT THE DEVELOPMENT OF EXTENSIVE PROGRAMED SELF-INSTRUCTION COURSES. MATERIALS FOR THE FIRST HALF OF THE COURSE (WRITING RUSSIAN SCRIPT) WERE FIELD TESTED AT THE UNIVERSITY OF WASHINGTON, SEATTLE. MATERIALS FOR THE SECOND HALF OF THE COURSE, DEALING WITH ORAL TRANSLATION OF PRINTED RUSSIAN, WERE TESTED AT INDIANA UNIVERSITY, BLOOMINGTON. FIVE BRIEF STUDIES OF SECOND LANGUAGE LEARNING WERE PERFORMED WITH A SECTION ON THE WRITING OF RUSSIAN SCRIPT. THESE STUDIES INCLUDED (1) REVIEW COMPARED WITH NONREVIEW, (2) ORDER OF PRESENTING AUDIO AND VISUAL MATERIALS, (3) COMPARISONS BETWEEN RESULTS ACHIEVED WITH PICTORIAL AND NONPICTORIAL FORMS OF THE MATERIALS, (4) COMPARISONS OF CONTROLLED REST PERIODS VERSUS REST PERIODS TAKEN AT STUDENT OPTION, AND (5) COMPARISON OF VARIOUS MODES FOR USING LINED AND UNLINED PAPER TO PRESENT THE PROGRAMED INSTRUCTIONS. THE EVALUATION DID NOT REVEAL SIGNIFICANT DIFFERENCES BETWEEN THE COMPARED GROUPS. (WN)

ED 003 181 56

EFFECTS OF INSERTED QUESTIONS IN FILMS ON DEVELOPING AN UNDERSTANDING OF CONTROLLED EXPERIMENTATION.
BY- VUKE, GEORGE J.
INDIANA UNIV., BLOOMINGTON, SCH. OF EDUCATION
REPORT NUMBER NDEA-VIIA-657 PUB DATE FEB 62
GRANT OEG-712128
EDRS PRICE MF-$0.18 HC-$2.56 64P.

DESCRIPTORS- *GRADE 7, *INSTRUCTIONAL FILMS, *MEDIA RESEARCH, *QUESTIONING TECHNIQUES, *SCIENCE EDUCATION, *STATISTICAL ANALYSIS, BLOOMINGTON, COMPARATIVE ANALYSIS, EDUCATIONAL RESEARCH, FILMS, INDIANA, JUNIOR HIGH SCHOOLS,

THE PURPOSE OF THE STUDY WAS THE DEVELOPMENT AND EXPERIMENTAL TEST OF TWO VERSIONS OF A SEVENTH-GRADE SCIENCE FILM. SPECIFIC OBJECTIVES WERE (1) TO PRODUCE TWO VERSIONS OF A FILM, ONE OF WHICH CONTAINED INSERTED QUESTIONS, AND (2) TO COMPARE THE EFFECTIVENESS OF THE QUESTIONS IN DEVELOPING AN UNDERSTANDING OF CONTROLLED EXPERIMENTATION. ALL OF THE SEVENTH-GRADE STUDENTS IN A PARTICULAR SCHOOL WERE RANDOMLY ASSIGNED TO ONE OF TWO GROUPS. THE STUDENTS WERE GIVEN A PRETEST, AND ON THE FOLLOWING DAY, AFTER SEEING ONE OF THE TWO FILM VERSIONS, THEY WERE GIVEN A POST-TEST. TWO WEEKS LATER A RETENTION TEST WAS ADMINISTERED. NO SIGNIFICANT DIFFERENCE OF LEARNING WAS FOUND. THE GAIN BETWEEN PRETEST AND POST-TEST SCORES WAS STATISTICALLY SIGNIFICANT AT THE .005 LEVEL. THE RETENTION TEST SHOWED NO SIGNIFICANT DIFFERENCE BETWEEN THE MEANS OF GROUPS. (HB)

ED 003 182 56

BEING AND BECOMING--A COSMIC APPROACH TO COUNSELING AND CURRICULUM, PART 2--THE CREATIVE INTELLECTUAL STYLE IN GIFTED ADOLESCENTS.
BY- DREWS, ELIZABETH M.
MICHIGAN ST. UNIV., EAST LANSING
REPORT NUMBER NDEA-VIIA-647-NO. 2 PUB DATE 65
GRANT OEG-7-32-0410-140
EDRS PRICE MF-$0.54 HC-$16.16 404P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *CHANGING ATTITUDES, *CREATIVITY RESEARCH, *GIFTED, *GROWTH PATTERNS, ACCEPTANCE OF WOMEN SCALE, ALLPORT VERNON LINDZEY STUDY OF VALUES, CRITICAL READING, CRITICAL THINKING, CRITICAL THINKING TEST, EAST LANSING, GRADE 9, MICHIGAN, OMNIBUS PERSONALITY INVENTORY, ROKEACH DOGMATISM SCALE, ROKEACH RIGIDITY SCALE, STUDENT ATTITUDES, STUDENT INTERESTS, VALUES,

A STUDY WAS MADE TO DESCRIBE, AND TO DISCOVER POSSIBLE WAYS OF INFLUENCING INTELLECTUAL AND PERSONALITY DEVELOPMENT IN NINTH-GRADE, GIFTED YOUTH. THIS REPORT, PART TWO OF A THREE-PART STUDY, REVIEWED THE RESULTS OF AN EXPERIMENTAL PROGRAM DESIGNED ESPECIALLY TO PRODUCE CHANGES IN ATTITUDES, INTERESTS, AND VALUES TOWARD CREATIVE INTELLECTUAL NORMS. THE INVESTIGATION CENTERED ON TWO DISTINCTIVE PATTERNS--THE CREATIVE INTELLECTUAL STYLE AND THE FEMININE DIMENSION. FORMAL AND INFORMAL MEASURES OF CREATIVE INTELLECTUAL ATTITUDES WERE ADMINISTERED AS PRE- AND POST-TESTS TO BOTH EXPERIMENTAL AND CONTROL NINTH-GRADE GROUPS. THE EXPERIMENTAL GROUP WAS FOUND TO BE HIGHER THAN THE CONTROL GROUP AT POST-TESTING IN ORIGINALITY, COMPLEXITY, AESTHETICISM, THEORETICAL ORIENTATION, AND PHILOSOPHICAL CONTEMPLATION. IT WAS CONCLUDED THAT ATTITUDE CHANGE COULD BE BROUGHT ABOUT THROUGH SPECIAL EFFORTS. (GD)

ED 003 183 56

AN EXPERIMENTAL COMPARISON OF DIRECT-DETAILED AND DIRECTED DISCOVERY METHODS OF PRESENTING TAPE-RECORDED INSTRUCTION.
BY- ROWLETT, JOHN D.
EASTERN KENTUCKY STATE COLLEGE, RICHMOND
REPORT NUMBER NDEA-VIIA-629 PUB DATE 64
GRANT OEG-715118
EDRS PRICE MF-$0.27 HC-$6.60 165P.

DESCRIPTORS- *ACHIEVEMENT, *COGNITIVE PROCESSES, *COLLEGE STUDENTS, *DISCOVERY PROCESSES, *TEACHING METHODS, COMPARATIVE ANALYSIS, FEMALES, KENTUCKY, RETENTION, RETENTION STUDIES, RICHMOND, TAPE RECORDINGS, TRANSFER OF TRAINING, EFFECTS ATTRIBUTABLE TO DIRECT-DETAILED AND DIRECT DISCOVERY METHODS OF ORGANIZING AND PRESENTING TAPED (AURAL) INSTRUCTION WERE COMPARED. INITIAL LEARNING, RETENTION, AND TRANSFER OF TRAINING WERE MEASURED. DIRECTED DISCOVERY, DIRECT-DETAILED METHODS, AND A SINGLE CONTROL WERE THE INDEPENDENT TREATMENT VARIABLES. HIGH, AVERAGE, AND LOW ABILITY GROUPS WERE THE INDEPENDENT LEVEL VARIABLES. INITIAL LEARNING, RETENTION, AND TRAINING TRANSFER AT STIPULATED INTERVALS WERE DEPENDENT VARIABLES. LENGTH OF INSTRUCTION, TYPE OF AIDS, WORKBOOK PROBLEMS, TESTS AND TESTING CONDITIONS, AND INSTRUCTION CONTENT AND METHODS WERE CONTROLLED VARIABLES. FEMALE, FIRST-SEMESTER COLLEGE STUDENTS IN A REQUIRED SOCIAL SCIENCE COURSE WERE THE SUBJECTS. ORTHOGRAPHIC PROJECTION SKILLS AND PRINCIPLES WERE SELECTED FOR THE LEARNING TASK. TWO GROUPS OF SUBJECTS RECEIVED TREATMENTS. A CONTROL GROUP RECEIVED NO INSTRUCTION. TESTS FOR INITIAL, TRANSFERRED, AND RETAINED LEARNING WERE THEN ADMINISTERED AND COMPARED. THE AUTHOR CONCLUDES THAT EFFECTIVE LEARNING CAN BE ACCOMPLISHED WITHOUT THE PRESENCE OF A TEACHER. (WN)

ED 003 184 56
RETENTION VALUE OF FILMED SCIENCE COURSES.
BY- BLACK, WILLIAM A. AND OTHERS
KANSAS STATE COLL. OF PITTSBURG
REPORT NUMBER NDEA-VIIA-625 PUB DATE AUG 61
EDRS PRICE MF-$0.09 HC-$1.24 31P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *SCIENCE INSTRUCTION, FILMS, INSTRUCTIONAL FILMS, KANSAS, PHYSICS INSTRUCTION, PITTSBURG, RETENTION STUDIES, TEACHING TECHNIQUES,

THIS INVESTIGATION WAS TO DETERMINE THE EXTENT OF SUBJECT MATTER RETENTION IN FILMED PHYSICS AND CHEMISTRY COURSES AS CONTRASTED WITH SUBJECT MATTER RETENTION IN CHEMISTRY AND PHYSICS CLASSES TAUGHT IN THE CONVENTIONAL MANNER. RESULTS OF THE ANALYSES LEAD TO THE CONCLUSION THAT NO DIFFERENCE EXISTED IN THE AMOUNT OF INFORMATION RETAINED BETWEEN THE FILM-TAUGHT AND CONVENTIONALLY TAUGHT PHYSICS AND CHEMISTRY STUDENTS. ALTHOUGH A RETENTION DIFFERENCE FAVORING THE CONVENTIONALLY TAUGHT CHEMISTRY STUDENTS WAS FOUND 7 MONTHS FOLLOWING COMPLETION OF THE CHEMISTRY COURSE, THE DIFFERENCE WAS NOT SIGNIFICANT AT THE END OF A 12-MONTH POST-LEARNING PERIOD. NO RETENTION DIFFERENCES EXISTED BETWEEN THE TWO PHYSICS GROUPS AT THE END OF EITHER INTERVAL. (LP)

ED 003 185 56
ASSESSMENT OF SOME NEWLY DESIGNED EDUCATIONAL MEDIA FOR THE SELF-TEACHING OF YOUNG CHILDREN IN SCHOOL AND AT HOME.
BY- BECK, LESTER F. AND OTHERS
PORTLAND STATE COLL., ORE.
REPORT NUMBER NDEA-VIIA-590 PUB DATE JUN 62
GRANT OEG-7-35-100
EDRS PRICE MF-$0.18 HC-$3.80 95P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *AUTOINSTRUCTIONAL AIDS, *EXPERIMENTAL PROGRAMS, *GRADE 1, *READING ACHIEVEMENT, *READING PROGRAMS, ELEMENTARY EDUCATION, ELEMENTARY SCHOOL STUDENTS, OREGON, OREGON STATE DEPARTMENT OF EDUCATION, PORTLAND, READING, SELF HELP PROGRAMS, SURVEYS,

THE READING PROGRESS OF APPROXIMATELY 600 FIRST-GRADE PUPILS IN 25 CLASSROOMS IN PORTLAND, OREGON, WAS REPORTED. CLASSROOMS WERE SUPPLIED WITH SELF-TEACHING MATERIALS, NO MATERIALS, OR WITH GENERAL INTEREST OR "PLACEBO" MATERIALS. RESEARCH ASSISTANTS VISITED ALL CLASSROOMS WEEKLY. FATHERS AND MOTHERS WERE INTERVIEWED AT THE BEGINNING AND AT THE END OF THE PROJECT TO LEARN THEIR VIEWS ABOUT THE WORK OF THE SCHOOL, AND INDIRECTLY TO DETERMINE THE EFFECT OF THE EXPERIMENTAL MATERIALS ON PARENT ATTITUDES. FIVE GROUPS OF FIVE CLASSES EACH WERE BALANCED FOR TEACHER AGE AND EXPERIENCE, URBAN-SUBURBAN LOCATION, SOCIOECONOMIC STANDING, PRIOR KINDERGARTEN EXPERIENCE, AND MEDIA READING READINESS SCORES. THE EXPERIMENTAL DESIGN PERMITTED ASSESSMENT OF THE RELATIVE EFFECTS OF SELF-HELP UNITS USED IN THE CLASSROOM AND AT HOME VERSUS THEIR USE ONLY IN THE CLASSROOM. ALSO, IT PROVIDED A BASIS FOR GAUGING THE EFFECTS OF THE NOVELTY OF MATERIALS ALONE. FINALLY, THE GROUP WITHOUT SUPPLEMENTAL MATERIALS WAS INCORPORATED INTO THE DESIGN TO SERVE AS A BENCHMARK AGAINST WHICH THE EFFECTS OF THE EXPERIMENTAL UNITS AND THE "PLACEBO" MATERIALS COULD BE CONTRASTED. RESULTS SHOWED THAT THE CONTRIBUTIONS OF SELF-TEACHING MATERIALS, WHILE MANIFEST, WERE FAR OUTWEIGHED BY VARIATIONS IN TEACHER BEHAVIOR AND BY PUPIL DIFFERENCES IN READING READINESS, INTELLIGENCE, AND FAMILY BACKGROUND. INDIVIDUAL DIFFERENCES IN PUPIL PERFORMANCE TENDED TO INCREASE AS THE YEAR PROGRESSED. SUGGESTIONS WERE OFFERED ABOUT POSSIBLE WAYS TO HELP TEACHERS HELP CHILDREN ATTAIN A HIGHER AND MORE UNIFORM LEVEL OF READING ACHIEVEMENT IN THEIR FIRST YEAR OF SCHOOL. (HB)

ED 003 186 55
SENSORY INTERRELATIONSHIPS IN THE AUTOMATED TEACHING OF FOREIGN LANGUAGES.
BY- ASHER, JAMES J.
SAN JOSE STATE COLLEGE, CALIF.
REPORT NUMBER NDEA-VIIA-578 PUB DATE 64
GRANT OEG-7-04-091
EDRS PRICE MF-$0.18 HC-$4.28 107P.

DESCRIPTORS- *AURAL STIMULI, *PATTERNED RESPONSES, *VISUAL LEARNING, *VISUAL STIMULI, AURAL LANGUAGE LEARNING, CALIFORNIA, COLLEGE STUDENTS, EXPERIMENTAL PROGRAMS, SAN JOSE, SEQUENTIAL APPROACH, SPANISH, TEACHING METHOD,

THREE EXPERIMENTS WERE CONDUCTED TO DETERMINE AND COMPARE THE EFFECTS OF VISUAL AND AURAL LANGUAGE LEARNING. SPANISH VOCABULARY ITEMS WERE LEARNED FIRST IN ONE SENSE MODE AND THEN RELEARNED IN A DIFFERENT SENSE MODE. TRANSFER EFFECTS WERE STUDIED FROM THE VOCABULARY ITEMS LEARNED TO PATTERNED (PICTURE-CUED) SENTENCES AND STORIES. TWO SAMPLES OF UNDERGRADUATE COLLEGE STUDENTS (80) WITH NO PRIOR SPANISH TRAINING LEARNED AND RELEARNED APPROXIMATELY 90 VOCABULARY ITEMS UNDER CONDITIONS WHICH CONTRASTED (1) PAIRED ASSOCIATE WITH RECOGNITION LEARNING, (2) PICTURES WITH ENGLISH WORD STIMULI, AND (3) SIMULTANEOUS VERSUS SEQUENTIAL PRESENTATION OF VISUAL MATERIALS. SUBJECTS WERE REQUIRED TO RESPOND IN WRITTEN OR SPOKEN SPANISH. SUBJECTS WHO LEARNED VISUALLY AND RELEARNED AURALLY DEMONSTRATED A MORE SUPERIOR PERFORMANCE UNDER ALL CONDITIONS TO THAT OF SUBJECTS WHO FIRST LEARNED AURALLY AND RELEARNED VISUALLY. THE VISUAL-AURAL SUBJECTS SHOWED SIGNIFICANTLY FEWER INITIAL LEARNING ERRORS, SIGNIFICANTLY LESS GUESSING IN RELEARNING, AND SIGNIFICANTLY

GREATER TRANSFER TO SYNTACTIC COMPREHENSION. POSSIBLE EXPLANATIONS OF THE INTERSENSORY DIFFERENCES WERE DISCUSSED. (WN)

ED 003 187 56

DETERMINANTS OF ADULT ENROLLMENT IN TELEVISED COLLEGE-CREDIT COURSES, PART 1--SOCIAL CHARACTERISTICS AND REACTIVE BEHAVIOR.
BY- HOBAN, CHARLES F.
PENNSYLVANIA UNIV., PHILADELPHIA, INST.FOR COOP.RES.
REPORT NUMBER NDEA-VIIA-1028-PT-1 PUB DATE 64
GRANT OEG-7-48-1100-202
EDRS PRICE MF-$0.09 HC-$1.96 49P.

DESCRIPTORS- *ADULT EDUCATION, *OPEN CIRCUIT TELEVISION, *SOCIAL CHARACTERISTICS, *STUDENT MOTIVATION, *TELEVISED INSTRUCTION, ADULT STUDENTS, EDUCATIONAL TELEVISION, PENNSYLVANIA, PHILADELPHIA,

THIS IS PART ONE OF A STUDY WHICH DEALT WITH SOME ASPECTS OF THE STRATEGY AND MOTIVATION OF ADULTS FOR EARNING COLLEGE CREDITS BY ENROLLING IN COURSES OFFERED BY THE COLLEGE OF GENERAL STUDIES OF THE UNIVERSITY OF PENNSYLVANIA. THE STUDY INVESTIGATED THE USE OF TELEVISION AS A MEDIUM OF INSTRUCTION. THE RESEARCH INSTRUMENT WAS A 28-ITEM QUESTIONNAIRE COVERING A RANGE OF SOCIOLOGICAL CHARACTERISTICS, REASONS FOR SEEKING CREDITS OR DEGREES, PRIOR COLLEGE EDUCATION, AMOUNT OF COLLEGE EDUCATION OF SPOUSE AND FRIENDS, PREFERENCES FOR ON-CAMPUS OR TELEVISED COURSES, AND DISTANCE OF RESIDENCE FROM THE CAMPUS. THIS QUESTIONNAIRE WAS MAILED TO APPROXIMATELY 250 ADULTS WHO HAD ENROLLED FOR TELECAST COURSES. A PARALLEL-ITEM QUESTIONNAIRE WAS PREPARED FOR ADULTS ENROLLED IN ON-CAMPUS COURSES. DATA FROM THESE QUESTIONNAIRES WERE ANALYZED. THEORETICAL ASPECTS OF RESPONSES CLASSIFIED AS REACTIVE BEHAVIOR AND GENERAL CONCLUSIONS DRAWN FROM THE STUDY ARE DISCUSSED IN PART TWO OF THIS STUDY (ED 003 188). (WB)

ED 003 188 56

DETERMINANTS OF ADULT ENROLLMENT IN TELEVISED COLLEGE-CREDIT COURSES, PART II--MOTIVATION, RESISTANCE, AND CONCLUSIONS.
BY- HOBAN, CHARLES F.
PENNSYLVANIA UNIV., PHILADELPHIA, INST.FOR COOP.RES.
REPORT NUMBER NDEA-VIIA-1028-PT-2 PUB DATE 65
GRANT OEG-7-48-1100-202
EDRS PRICE MF-$0.09 HC-$1.64 41P.

DESCRIPTORS- *ADULT EDUCATION, *OPEN CIRCUIT TELEVISION, *SOCIAL CHARACTERISTICS, *STUDENT MOTIVATION, *TELEVISED INSTRUCTION, ADULT STUDENTS, EDUCATIONAL TELEVISION, PENNSYLVANIA, PHILADELPHIA,

THIS IS PART TWO OF A TWO-PART STUDY OF MOTIVATION, SOCIAL CHARACTERISTICS, AND REACTIVE BEHAVIOR OF ADULTS ENROLLED IN OPEN-CIRCUIT TELEVISED COURSES OFFERED FOR COLLEGE CREDIT BY THE COLLEGE OF GENERAL STUDIES OF THE UNIVERSITY OF PENNSYLVANIA (PART ONE WAS ED 003 187). PART TWO OF THE STUDY WAS CONCERNED WITH MOTIVATION AND RESISTANCE TO TELEVISED INSTRUCTION. DATA CONSISTED OF RESPONSES TO OPEN-ENDED ITEMS IN THE QUESTIONNAIRES RETURNED BY ABOUT 160 ENROLLEES IN TELEVISED COURSES AND APPROXIMATELY 150 ENROLLEES IN ON-CAMPUS COURSES. CONCLUSIONS OF BOTH PART ONE AND PART TWO ARE COMBINED IN THIS REPORT. OBSERVATIONS HAVE PROVIDED EVIDENCE THAT TELEVISION IS ACCEPTED AS A MEDIUM OF INSTRUCTION UNDER CIRCUMSTANCES WHICH--(1) IMPEDE PARTICIPATION IN COURSES OFFERED ON THE CAMPUS, (2) INTENSIFY THE NEED FOR A LIMITED NUMBER OF COLLEGE CREDITS TO ACHIEVE A SALIENT GOAL, OR (3) BOTH. HENCE, TELEVISED INSTRUCTION FOR CREDIT IS AN ATTRACTION FOR THOSE WITH RESTRICTIONS UPON CAMPUS ATTENDANCE. (WB)

ED 003 189 56

THE EFFECT OF RELEVANT EMOTIONAL CONTENT ON PERFORMANCE AND LEARNING IN PROGRAMED INSTRUCTION.
BY- SCHLESINGER, LAWRENCE E. AND OTHERS
GEORGE WASH. UNIV., WASH., D.C.
REPORT NUMBER NDEA-VIIA-1027 PUB DATE FEB 65
GRANT OEG-7-18-0100-197
EDRS PRICE MF-$0.18 HC-$2.64 65P.

DESCRIPTORS- *EMOTIONAL EXPERIENCE, *LEARNING THEORIES, *MOTIVATION, *PROGRAMED INSTRUCTION, AUTOINSTRUCTIONAL AIDS, BEHAVIOR, DISTRICT OF COLUMBIA, DRIVER EDUCATION, GRADE 9, MOTIVATION TECHNIQUES, PROGRAMED MATERIALS,

EXPERIMENTS WERE DESIGNED IN THIS RESEARCH TO DISCOVER (1) THE VARIOUS CONDITIONS WHICH MITIGATE THE DISTURBING EFFECTS OF ADVERSIVE EMOTIONAL CONTENT USED AS A MOTIVATING STIMULUS AND (2) TECHNIQUES OF MOTIVATING THE STUDENT SO THAT LONGER PROGRAMS OF INSTRUCTIONAL MATERIALS COULD BE MADE INHERENTLY INTERESTING AND MORE EFFECTIVE. THE FIRST EXPERIMENT WAS TO DETERMINE WHETHER THE INCLUSION OF RELEVANT EMOTIONAL CONTENT, IN A SERIES OF SELF-INSTRUCTIONAL MANUALS ON DRIVING, WOULD AFFECT LEARNING AND RETENTION OF THE MATERIALS. SUBJECTS WERE NINTH-GRADE DRIVER EDUCATION STUDENTS. THE INTENSITY AND ORDER OF PRESENTATION OF THE EMOTIONAL STIMULI WERE VARIED SYSTEMATICALLY SO THAT RESULTS COULD BE COMPARED WITH FINDINGS OF EXISTING RESEARCH, AND SO THAT HYPOTHESES COULD BE GENERATED FOR PREDICTING HOW TO MANIPULATE EMOTIONAL STIMULUS VARIABLES FOR MAXIMUM STUDENT MOTIVATION. IN THE SECOND EXPERIMENT AN ATTEMPT WAS MADE TO EXTEND THE FINDINGS OF THE FIRST EXPERIMENT. EXPERIMENT ONE HAD FIVE INTENSITY CONDITIONS AND THREE ORDERS. EXPERIMENT TWO HAD TWO LEVELS OF INTENSITY AND TWO PLACEMENT ORDERS. IN LIGHT OF THE FINDINGS, A REVISED THEORETICAL POSITION WAS TAKEN WHICH INDICATED TWO CONDITIONS FOR FACILITATING LEARNING--THE AROUSAL OF SOME EVALUATIONAL TENSION AND THE COGNITIVE LINKAGE OF THE TENSION TO THE STIMULUS SITUATION AND TO THE RESPONSES TO BE LEARNED. (JC)

ED 003 190 56

LEVEL OF ACHIEVEMENT, RETENTION, AND TRANSFER OF TRAINING IN SPELLING AS A FUNCTION OF MODE OF PRESENTATION.
BY- HANCOCK, JOHN C. AND OTHERS
BUCKNELL UNIV., LEWISBURG, PA.
REPORT NUMBER NDEA-VIIA-1024 PUB DATE JUN 64
STATE UNIV. OF N.Y., CORTLAND
GRANT OEG-7-48-0070-194
EDRS PRICE MF-$0.18 HC-$2.40 60P.

DESCRIPTORS- *ABILITY, *ELEMENTARY SCHOOL STUDENTS, *PROGRAMED INSTRUCTION, *SPELLING, *TEACHING METHODS, ACHIEVEMENT, CORTLAND, GRADE 2, GRADE 4, INSTRUCTION, LEWISBURG, NEW YORK, PENNSYLVANIA, RETENTION, TRANSFER OF

TRAINING,

THE EFFECTS OF AUDIO, PRINT, AND AUDIOPRINT MODES OF PROGRAMED SPELLING INSTRUCTION WERE COMPARED. RELATIONSHIPS AMONG THESE MODES AND SPELLING ACHIEVEMENT, RETENTION, AND TRANSFER WHERE OBTAINED. ALSO INCLUDED IN THE STUDY WERE PUPIL PREFERENCES FOR PROGRAMED INSTRUCTION AS CONTRASTED WITH TEACHER-PRESENTED INSTRUCTION. APPROXIMATELY 60 SECOND-GRADE AND 60 FOURTH-GRADE STUDENTS RECEIVED PROGRAMED INSTRUCTION ON WORDS PREVIOUSLY MISSPELLED. ALL GROUP MEMBERS RECEIVED INSTRUCTION WITH THREE INSTRUCTION MODES. VARIATIONS IN LEVELS OF WORD DIFFICULTY, LENGTH OF INSTRUCTION, INDIVIDUAL DIFFERENCES, AND TEACHERS WERE CONTROLLED VARIABLES. THE WORDS WERE GENERATED FROM UNPUBLISHED SPELLING PROGRAMS FOR THE THIRD AND SIXTH GRADES. POST-TEST ACHIEVEMENT SCORES, RETENTION, AND TRANSFER SCORES (ORAL AND DELAYED) WERE OBTAINED WITH SPECIALLY CONSTRUCTED TESTS. MODE PREFERENCES WERE OBTAINED FROM AN INSTRUMENT WHICH PRESENTED ALL POSSIBLE COMBINATIONS. THIRTY-TWO ANALYSES OF VARIANCE WERE PERFORMED. NO SUPPORT WAS FOUND FOR THE SUPERIORITY OF ANY MODE OF PROGRAMED INSTRUCTION IN EITHER ACHIEVEMENT, RETENTION, OR TRANSFER. INDIVIDUAL RELATIONSHIPS WERE SUGGESTED AMONG INTELLIGENCE, READING COMPREHENSION, RELATIVE ACHIEVEMENT, AND MODE OF PRESENTATION. NO SUBJECTS PREFERRED THE PRINT MODE. THE AUDIOPRINT MODE WAS PREFERRED OVER ALL PROGRAMED INSTRUCTION MODES. (WN)

ED 003 191 56

THE EFFECTS OF NEGATIVE PRACTICE ON THE ACQUISITION AND RETENTION OF MATERIAL IN A SELF-INSTRUCTIONAL PROGRAM OF SPELLING.
BY- MEYN, CONSTANCE F. AND OTHERS
BUCKNELL UNIV., LEWISBURG, PA.
REPORT NUMBER NDEA-VIIA-1023 PUB DATE SEP 63
GRANT OEG-7-48-0070-193
EDRS PRICE MF-$0.18 HC-$3.40 85P.

DESCRIPTORS- *ELEMENTARY SCHOOL STUDENTS, *LEARNING PROCESSES, *NEGATIVE PRACTICE, *SPELLING, *TEACHING METHODS, ACHIEVEMENT, GRADE 4, INSTRUCTION, LEWISBURG, PENNSYLVANIA, RETENTION,

THE RESULTS OF PROGRAMED INCORRECT SPELLING PRACTICE ON ACHIEVEMENT AND RETENTION WERE STUDIED. SIXTY FOURTH-GRADE SUBJECTS WERE PAIRED ON THE BASES OF SEX AND EQUAL SPELLING ACHIEVEMENT. ONE MEMBER OF EACH PAIR WAS THEN RANDOMLY ASSIGNED TO EXPERIMENTAL GROUPS A OR B. AN ADDITIONAL 20 FOURTH-GRADE STUDENTS WERE ASSIGNED TO EXPERIMENTAL GROUPS C AND D IN A SIMILAR MANNER. A PRETEST CONTAINING 200 DIFFICULT SIXTH-GRADE WORDS WAS ADMINISTERED TO ALL SUBJECTS. SUBJECTS WERE REQUIRED TO SPELL WORDS WHETHER THEY COULD OR COULD NOT SPELL THEM CORRECTLY. FORTY WORDS MISSPELLED BY ALL MEMBERS OF GROUPS A AND B WERE SELECTED FOR PROGRAMED PRACTICE. FOURTEEN WORDS MISSPELLED BY ALL MEMBERS OF GROUPS C AND D WERE SIMILARLY SELECTED. IN GROUPS A AND B EACH SUBJECT PRACTICED CORRECT AND INCORRECT SPELLING OF 20 WORDS INCORRECTLY SPELLED ON THE PRETEST. CORRECT AND INCORRECT PROGRAMED SPELLING PRACTICE WAS ALTERNATED SO THAT SETS OF WORDS PRACTICED CORRECTLY AND INCORRECTLY VARIED BETWEEN GROUPS A AND B. GROUPS C AND D DID NOT RECEIVE PROGRAMED PRACTICE BUT WROTE EXPERIMENTAL WORDS (CORRECT OR ERROR FORM) 15 TIMES. MEAN POST-TEST ACHIEVEMENT SCORES FOR NEGATIVE AND POSITIVE PRACTICE WERE COMPARED FOR ALL METHODS. SIMILAR COMPARISONS WERE MADE WITH RETENTION SCORES. RESULTS FAILED TO INDICATE SUPERIORITY OF EITHER NEGATIVE OR POSITIVE SPELLING PRACTICE. (WN)

ED 003 192 56

THE ROLE OF CONTEXT IN LEARNING PICTORIAL MATERIALS.
BY- DAWSON, MARVIN
INDIANA UNIV., BLOOMINGTON, SCH. OF EDUCATION
REPORT NUMBER NDEA-VIIA-1020 PUB DATE FEB 64
GRANT OEG-7-24-0210-199
EDRS PRICE MF-$0.18 HC-$3.88 97P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *ILLUSTRATIONS, *LEARNING, *VISUAL DISCRIMINATION, BLOOMINGTON, INDIANA, INSTRUCTIONAL MATERIALS,

AN ATTEMPT WAS MADE TO DISCOVER PRINCIPLES LEADING TO A CHOICE OF ELEMENTS OR COMBINATION OF ELEMENTS IN GRAPHIC CONFIGURATIONS WHICH WOULD RESULT IN INCREASED EFFICIENCY IN LEARNING. EACH GRAPHIC CONFIGURATION WAS THOUGHT OF AS HAVING TWO ELEMENTS--A PRIMARY STIMULUS OBJECT AND A CONTEXT. TWO HYPOTHESES WERE TESTED THROUGH A LEARNING AND RECOGNITION EXPERIMENT USING 2" X 2" SLIDES OF A VARIETY OF GRAPHIC CONFIGURATIONS. THE RESULTS SUPPORTED OTHER STUDIES WHICH HAVE FOUND THAT MEANINGFUL MATERIALS ARE EASIER TO LEARN THAN NONSENSE MATERIALS. (JM)

ED 003 193 56

THE EFFECTS ON LEARNING OF STRUCTURAL DRILLS IN SPANISH BROADCAST VIA HIGH FREQUENCY AM RADIO.
BY- COOK, H. ROBERT
INDIANA UNIV. FOUNDATION, BLOOMINGTON
REPORT NUMBER NDEA-VIIA-1018 PUB DATE JAN 64
GRANT OEG-7-24-0210-200
EDRS PRICE MF-$0.09 HC-$1.08 27P.

DESCRIPTORS- *COLLEGE STUDENTS, *LANGUAGE AIDS, *LANGUAGE INSTRUCTION, *LANGUAGE PROGRAMS, *RADIO, *SPANISH, ACHIEVEMENT, BLOOMINGTON, INDIANA, LANGUAGE GUIDES, LEARNING,

RADIO BROADCASTS AND PERSONAL RECEIVERS FOR EACH STUDENT WERE USED IN A SPECIALLY ADAPTED SPANISH LANGUAGE PROGRAM. THE BROADCASTS CONSISTED OF SPANISH DRILLS AND A LIMITED AMOUNT OF TEXT MATERIAL PROGRAMED IN A STIMULUS-RESPONSE PATTERN. EACH SET OF DRILLS LASTED AN AVERAGE OF 15 MINUTES AND WAS REPEATED CONTINUOUSLY THROUGHOUT A 15-HOUR BROADCAST DAY. PRETESTS WERE ADMINISTERED AND INCLUDED THE CARROLL-SAPON MODERN LANGUAGE APTITUDE TEST, THE AMERICAN COUNCIL ON EDUCATION COOPERATIVE SPANISH TEST, THE PIKE PHONETIC PLACEMENT TEST, AND A LOCALLY DEVISED COMPREHENSIVE TEST. TWO GROUPS NUMBERING 16 AND 11 STUDENTS WITH COMPLETE RECORDS WERE STUDIED. THERE WAS NO TRUE CONTROL GROUP SINCE IT RECEIVED SOME OF THE EXPERIMENTAL TREATMENT. THE GROUP DESIGNATED EXPERIMENTAL WAS GIVEN CONSIDERABLY MORE DRILL AND DID DEMONSTRABLY BETTER ON TESTS. THE CONCLUSIONS WERE EQUIVOCAL, AND THE AUTHOR RECOMMENDED THAT ANY FUTURE STUDY MUST CONSIDER THE SEPARATION OF EXPERIMENTAL AND CONTROL CLASSES TO PREVENT CONTAMINATION OF THE DATA. (JK)

ED 003 194 56

EFFECT OF VARIED PRESENTATIONS OF LABORATORY EXERCISES WITHIN PROGRAMED MATERIALS ON STUDENT ABILITY TO APPLY SCIENTIFIC PRINCIPLES TO PROBLEM SITUATIONS.
BY- NASCA, DONALD
STATE UNIV. OF N.Y., BROCKPORT
REPORT NUMBER NDEA-VIIA-1017 PUB DATE 30 APR 64
GRANT OEG-7-42-1305-201
EDRS PRICE MF-$0.18 HC-$3.48 87P.

DESCRIPTORS- *GRADE 8, *LABORATORY EXPERIMENTS, *SCIENCE INSTRUCTION, *TEACHING METHODS, BROCKPORT, NEW YORK, PROGRAMED INSTRUCTION, SCIENTIFIC METHODOLOGY,

AN EVALUATION WAS MADE OF THREE METHODS OF PRESENTING SCIENCE LABORATORY EXERCISES COMBINED WITH PROGRAMED INSTRUCTION. FIVE EXPERIMENTS WITH EIGHTH-GRADE STUDENTS WERE CONDUCTED TO EVALUATE TEMPORAL RELATIONSHIPS BETWEEN THE METHODS AND THE EFFECTS OF THE METHODS. MEASURES OF ABILITY TO SOLVE WORK AND ENERGY PROBLEMS WERE OBTAINED FROM SUBJECTS WHO OBSERVED, READ, OR RECEIVED ONLY PROGRAMED INSTRUCTION WITH LABORATORY EXPERIENCE. ALL METHODS PRODUCED SIGNIFICANT LEARNING GAINS. MULTIGROUP COMPARISONS BY ANALYSIS OF COVARIANCE SHOWED THAT EFFECTIVENESS OF PROCEDURES USED WAS HIGHLY DEPENDENT UPON THE TESTING INSTRUMENTS USED. NO SIGNIFICANT DIFFERENCE AMONG THE METHODS WAS OBSERVED. (WN)

ED 003 195 56

FOUR STUDIES INVOLVING THE USE OF PROGRAMED MATERIALS IN ENGINEERING EDUCATION.
BY- ENTWISLE, DORIS R.
JOHNS HOPKINS UNIV., BALTIMORE, MD.
REPORT NUMBER NDEA-VIIA-1012 PUB DATE 64
GRANT OEG-7-30-0410-192
EDRS PRICE MF-$0.27 HC-$7.76 194P.

DESCRIPTORS- *COLLEGE INSTRUCTION, *PROGRAMED INSTRUCTION, *PROGRAMED MATERIALS, BALTIMORE, ENGINEERING, LINEAR PROGRAMING, MARYLAND, OPTIONAL BRANCHING, PROGRAM EVALUATION, PROGRAMING,

FOUR EXPERIMENTS WERE CONDUCTED TO EVALUATE PROGRAMED INSTRUCTIONAL MATERIALS DESIGNED FOR TEACHING CIRCUIT THEORY AND FORTRAN AT THE COLLEGE LEVEL. IN THE FIRST EXPERIMENT, APPLICATIONS OF PRINCIPLES CONCERNED WITH PROACTIVE AND RETROACTIVE INHIBITION (NEGATIVE TRANSFER OF LEARNING) WERE STUDIED. THE REMAINING THREE EXPERIMENTS WERE DESIGNED TO STUDY EFFECTS OF (1) IDEATIONAL SCAFFOLDING (SUMMARIZATION) PRECEDING PROGRAMED SEGMENTS OF A BRANCHING TEXT, (2) LEARNER-DETERMINED ALTERNATIVES IN A BRANCHING PROGRAMED TEXT, AND (3) EFFICACY OF WRITTEN AND READING RESPONSES TO A LINEAR PROGRAMED TEXT. MATERIALS TESTED IN THE FIRST EXPERIMENT GENERATED RETROACTIVE AND PROACTIVE INTERFERENCE. SUMMARIZATION PRIOR TO A PROGRAMED INSTRUCTION SEGMENT HAD NO BENEFICIAL EFFECT. THE THIRD STUDY INDICATED THE NECESSITY OF OBTAINING HIGHLY DETAILED FEEDBACK FROM LARGE GROUPS FOR DEVELOPING BRANCHING TEXTS. WRITING OF RESPONSES DID NOT INCREASE IMMEDIATE OR DELAYED RECALL OF PROGRAMED FORTRAN. IMPLICATIONS OF THE EXPERIMENTAL FINDINGS WERE DISCUSSED FOR SUBSEQUENT RESEARCH AND DEVELOPMENT OF PROGRAMED INSTRUCTION MATERIALS. (WN)

ED 003 196 56

INVESTIGATING TV DISTRIBUTION OF VISUAL AIDS ON THE UNIVERSITY OF UTAH CAMPUS VIA LOW-POWER UHF.
BY- ENGAR, KEITH M. GORDON, OAKLEY J.
UTAH UNIV., SALT LAKE CITY
REPORT NUMBER NDEA-VIIA-575 PUB DATE 64
GRANT OEG-7-54-0050-093
EDRS PRICE MF-$0.09 HC-$1.64 41P.

DESCRIPTORS- *COLLEGE STUDENTS, *OPEN CIRCUIT TELEVISION, *PROGRAM EVALUATION, *TEACHER ATTITUDES, *TELEVISED INSTRUCTION, AUDIOVISUAL AIDS, EDUCATIONAL TELEVISION, INSTRUCTIONAL TELEVISION, SALT LAKE CITY, UTAH,

OVER A 3-YEAR PERIOD, FROM JULY 1960 TO OCTOBER 1963, TELEVISION SETS WERE PLACED IN UNIVERSITY OF UTAH BUILDINGS WHERE EXPERIMENTAL DEPARTMENTS HAD READY ACCESS TO THE SETS. CONTROL DEPARTMENTS WERE SELECTED IN BUILDINGS WHERE NO TELEVISION RECEIVING SETS WERE CAPABLE OF GETTING STATIONS K71AU OR K74AY. FACULTY IN THE EXPERIMENTAL DEPARTMENTS WERE ENCOURAGED TO PREVIEW FILMS AND OTHER VISUAL MATERIALS, TO RECORD SPECIAL DEMONSTRATIONS ON VIDEOTAPE TO BE PLAYED BACK AS PART OF THEIR REGULAR CLASSROOM PRESENTATION, AND TO USE TELEVISION SETS IN THEIR CLASSROOMS FOR PRESENTING VISUAL MATERIAL IN LIEU OF THE MORE TRADITIONAL METHODS. FOUR HYPOTHESES WERE STATED--(1) THERE WOULD BE AN INCREASE IN THE FREQUENCY OF USE OF VISUAL AIDS BY INSTRUCTORS HAVING TELEVISION AVAILABLE AS A VISUAL AID, (2) USE OF THE LOW-POWER UHF-TV STATION AS A MEDIUM FOR DISTRIBUTING VISUAL AIDS WOULD NOT CREATE MORE PROBLEMS THAN ARE SOLVED BY SUCH USE, (3) TEACHERS AND STUDENTS WOULD HAVE A MORE FAVORABLE ATTITUDE TOWARD TELEVISION AS A VISUAL AID THAN AS A MEDIUM FOR TOTAL INSTRUCTION, AND (4) COLLEGE TEACHERS WOULD HAVE A FAVORABLE ATTITUDE TOWARD INSERVICE TRAINING OFFERED OVER TELEVISION FOR VOLUNTARY USE. ALTHOUGH FOUR HYPOTHESES WERE PRESENTED, NONE WAS TESTED. (LP)

ED 003 197 56

THE TEACHER, PROGRAMED MATERIALS, AND INSTRUCTIONAL INTERACTION, SUPPLEMENTAL MANUAL.
BY- ARCHER, N. SIDNEY AND OTHERS
WEST CHESTER STATE COLL., PA., COOP. RES. CENTER
REPORT NUMBER NDEA-VIIA-1120-VOL-2 PUB DATE 64
EDRS PRICE MF-$0.18 HC-$3.32 83P.

DESCRIPTORS- *ALGEBRA, *INSTRUCTIONAL MATERIALS, *MATHEMATICAL ENRICHMENT, *MATHEMATICS MATERIALS, *PROGRAMED INSTRUCTION, *STUDENT TEACHER RELATIONSHIP, FILMS, FILMSTRIPS, INSTRUCTIONAL AIDS, MANUALS, MODERN MATHEMATICS, PENNSYLVANIA, READING MATERIALS, RESOURCE MATERIALS, WEST CHESTER,

A DESCRIPTION OF MATHEMATICS DRILL PROBLEMS AND ENRICHMENT ACTIVITIES HAS RESULTED IN A SOURCE MANUAL TO ASSIST TEACHERS OF PROGRAMED ALGEBRA IN PROVIDING FOR INDIVIDUAL DIFFERENCES AMONG STUDENTS. THE MATERIAL WAS INTENDED FOR ASSIGNMENT TO SELECTED STUDENTS WHO REQUIRE ADDITIONAL MATERIALS TO SATISFY VARIOUS ABILITIES AND TALENTS. IN ADDITION TO REFERENCE LISTS ON FILMS AND FILMSTRIPS, PRINTED BIBLIOGRAPHIES WERE PREPARED ON POPULAR EXPOSITIONS, HISTORY, BIOGRAPHY, TRADITIONAL MATHEMATICS, MODERN MATHEMATICS, SPECIAL TOPICS, MATHEMATICAL RECREATIONS, TEACHING AIDS, PROGRAMED INSTRUCTION, AND PROGRAMED ALGEBRA. OTHER REPORTS ON THIS PROJECT WERE ASSIGNED ACCESSION NUMBERS ED 003 198, ED 003 237, AND ED 003 238. (JM)

ED 003 198 56

THE TEACHER, PROGRAMED MATERIALS, AND INSTRUCTIONAL INTERACTION, TEACHER'S MANUAL.
BY- ARCHER, N. SIDNEY AND OTHERS
WEST CHESTER STATE COLL., PA., COOP. RES. CENTER
REPORT NUMBER NDEA-VIIA-1120-VOL-1 PUB DATE 64
EDRS PRICE MF-$0.18 HC-$4.12 103P.

DESCRIPTORS- *INSTRUCTIONAL MATERIALS, *PROGRAMED INSTRUCTION, MATERIAL DEVELOPMENT, PENNSYLVANIA, PROGRAMED MATERIALS, PROGRAMED TEXTS, WEST CHESTER,

THIS TEACHER'S MANUAL DELINEATES THE VARIOUS MODES OF INSTRUCTIONAL INTERACTION TO TAKE PLACE BETWEEN THE PROGRAMED MATERIALS, STUDENTS, TEACHERS, AND CONSULTANTS. THE PROJECT WAS BASED UPON THE ASSUMPTION THAT PROGRAMED MATERIALS MERIT AND REPRESENT A NEW APPROACH IN THE FORMAT AND DESIGN OF LEARNING MATERIALS. OTHER REPORTS ON THIS PROJECT WERE ASSIGNED ACCESSION NUMBERS ED 003 197, ED 003 237, AND ED 003 238. (LP)

ED 003 199 56

INDIVIDUAL DIFFERENCES IN LEARNING FROM SELF-PACED PROGRAMED INSTRUCTION, REPORT 1--STUDIES IN TELEVISED INSTRUCTION, INDIVIDUALIZING GROUP INSTRUCTION.
BY- GROPPER, GEORGE L. KRESS, GERARD C., JR.
METROPOLITAN PITTSBURGH EDUC. TV STATION, PA.
REPORT NUMBER NDEA-VIIA-872-1 PUB DATE NOV 64
AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES
REPORT NUMBER AIR-C76-11/64-FR
GRANT OEG-7-48-0000-159
EDRS PRICE MF-$0.27 HC-$6.12 153P.

DESCRIPTORS- *BEHAVIOR PATTERNS, *INDIVIDUAL DIFFERENCES, *PACING, *PROGRAMED INSTRUCTION, *SELF PACING MACHINES, *TELEVISED INSTRUCTION, AUDIOVISUAL AIDS, GRADE 8, INDIVIDUAL INSTRUCTION, LEARNING PROCESSES, LOW ACHIEVERS, PENNSYLVANIA, PITTSBURGH, PREDICTIVE MEASUREMENT, SCIENCE TEACHING, STUDENT BEHAVIOR, STUDENT REACTION, STUDENT TESTING, TIME FACTORS (LEARNING),

SELF-PACED INSTRUCTION, DETERMINANTS OF A SELF-ADOPTED PACE, AND THE EFFECTS OF THE PACE ADOPTED ON BEHAVIOR WERE STUDIED. THIS REPRESENTED THE FIRST IN A SERIES OF THREE STUDIES, CONCERNING THE RELATIONSHIP BETWEEN PACING MODE AND BEHAVIOR. (REFER TO ACCESSION NUMBERS ED 003 200, ED 003 201, AND ED 003 202 FOR ADDITIONAL INFORMATION ON THIS PROJECT). TWO SELF-PACED SCIENCE PROGRAMS WERE ADMINISTERED TO 2 SEPARATE EIGHTH-GRADE GROUPS OF APPROXIMATELY 250 AND 360 STUDENTS. BOTH PROGRAMS WERE PRESENTED THROUGH SLIDES AND TELEVISION. PRINCIPAL ABILITY MEASURES OBTAINED WERE INTELLIGENCE AND READING COMPREHENSION. PERFORMANCE MEASURES FOR EACH PROGRAM WERE PRETEST SCORES, PROGRAM COMPLETION TIMES, ERROR NUMBERS, AND POST-TEST SCORES. RESULTS WERE DISCUSSED WITH RESPECT TO PREDICTORS OF WORK RATE, PREDICTORS OF ERRORS, AND PREDICTORS OF ACHIEVEMENT. MANY STUDENTS EXHIBITED CHARACTERISTIC WORK HABITS, REFLECTING A CONSISTENCY OF THE PACE THEY ADOPTED AND OF THE FREQUENCY OF ERRORS COMMITTED. NEITHER CONSISTENT PATTERN WAS PREDICTED BY MEASURES OF ABILITY. THE WISDOM OF ALLOWING ALL STUDENTS TO PACE THEMSELVES WAS QUESTIONED. RECOMMENDATIONS WERE MADE FOR FURTHER INVESTIGATIONS TO DETERMINE WHETHER (1) EXTERNAL CONTROL OVER A STUDENT'S RATE OF WORK IMPROVES PERFORMANCE (IF HE WORKS AT AN INAPPROPRIATE RATE IN SELF-INSTRUCTION) AND (2) THE RESPONSES A STUDENT MAKES AS A CONSEQUENCE OF HIS ERRORS SHOULD BE GUIDED SO THAT ACHIEVEMENT MAY BE IMPROVED. (JC)

ED 003 200 56

THE INFLUENCE OF EXTERNAL PACING ON LEARNING FROM PROGRAMED INSTRUCTION, REPORT 2--STUDIES IN TELEVISED INSTRUCTION, INDIVIDUALIZING GROUP INSTRUCTION.
BY- GROPPER, GEORGE L. KRESS, GERARD C., JR.
METROPOLITAN PITTSBURGH EDUC. TV STATION, PA.
REPORT NUMBER NDEA-VIIA-872-2 PUB DATE NOV 64
AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES
REPORT NUMBER AIR-C76-11/64-FR
GRANT OEG-7-48-0000-159
EDRS PRICE MF-$0.18 HC-$2.52 63P.

DESCRIPTORS- *INDIVIDUALIZED PROGRAMS, *PACING, *PROGRAMED INSTRUCTION, *SCIENCE EDUCATION, *TELEVISED INSTRUCTION, ACADEMIC PERFORMANCE, BEHAVIOR PATTERNS, GRADE 8, HIGH ACHIEVERS, LEARNING PROCESSES, LOW ACHIEVERS, PENNSYLVANIA, PITTSBURGH, SELF PACING MACHINES, STUDENT TESTING, TIME FACTORS (LEARNING),

THE EFFECTS OF VARIATIONS IN EXTERNALLY DIRECTED TEMPO (OPPOSITE OF SELF-PACING) ON PROGRAMED LEARNING PERFORMANCE WERE INVESTIGATED. THIS REPRESENTED THE SECOND IN A SERIES OF THREE STUDIES CONCERNING THE RELATIONSHIP BETWEEN PACING MODE AND BEHAVIOR. (REFER TO ACCESSION NUMBERS ED 003 199, ED 003 201, AND ED 003 202 FOR ADDITIONAL INFORMATION ON THIS PROJECT.) THE 277 SUBJECTS WERE EIGHTH-GRADERS DRAWN FROM 8 SEPARATE CLASSES. LESSON MATERIALS CONSISTED OF SELF-PACED PHYSICS PROGRAMS ADMINISTERED IN SCHOOLS PRIOR TO THIS EXPERIMENT ON FIXED PACING. PROGRAMED MATERIALS (PHYSICS) WERE PRESENTED AT A FIXED PACE DURING THE MAIN EXPERIMENT AT A TELEVISION STUDIO. FINDINGS WERE--(1) INCREASES IN TEMPO PRODUCED PERFORMANCE DECREMENTS, (2) UNDER FIXED TEMPO CONDITIONS, STUDENTS VARYING IN ABILITY AND WORK RATE WERE IMPAIRED, AND (3) GROUP PERFORMANCE UNDER SLOW, FIXED TEMPOS WAS SUPERIOR TO GROUP PERFORMANCE UNDER SELF-PACED CONDITIONS. THESE RESULTS WERE DISCUSSED IN TERMS OF RECOMMENDATIONS FOR SITUATIONS IN WHICH SELF-PACING OR FIXED PACING CAN MORE APPROPRIATELY BE USED. (JC)

ED 003 201 56

ACCOMMODATING INDIVIDUAL DIFFERENCES DURING EXTERNALLY PACED PROGRAMED INSTRUCTION, REPORT 3--STUDIES IN TELEVISED INSTRUCTION, INDIVIDUALIZING GROUP INSTRUCTION.
BY- GROPPER, GEORGE L. KRESS, GERARD C., JR.
METROPOLITAN PITTSBURGH EDUC. TV STATION, PA.
REPORT NUMBER NDEA-VIIA-872-3 PUB DATE NOV 64
AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES
REPORT NUMBER AIR-C76-11/64-FR
GRANT OEG-7-48-0000-159
EDRS PRICE MF-$0.18 HC-$3.00 75P.

DESCRIPTORS- *FIXED SEQUENCE, *INDIVIDUAL DIFFERENCES, *PACING, *PERFORMANCE, *SCIENCE INSTRUCTION, *TIME FACTORS (LEARNING), ACADEMIC PERFORMANCE, BEHAVIOR PATTERNS, GRADE 8, HIGH ACHIEVERS, INDIVIDUALIZED PROGRAMS, LEARNING PROCESSES, LOW ACHIEVERS, PENNSYLVANIA, PERFORMANCE FACTORS, PITTSBURGH, PROGRAMED INSTRUCTION, STUDENT TESTING, TELEVISED INSTRUCTION,

THE RELATIVE EFFECTIVENESS OF ALTERNATE APPROACHES TOWARD INDIVIDUALIZATION OF FIXED-PACED PROGRAMED INSTRUCTION WAS ASSESSED. THIS REPRESENTED THE THIRD IN A SERIES OF THREE STUDIES CONCERNING THE RELATIONSHIP BETWEEN PACING MODE AND BEHAVIOR. (REFER TO ACCESSION NUMBERS ED 003 199, ED 003 200, AND ED 003 202 FOR ADDITIONAL INFORMATION ON THIS PROJECT.) PROGRAMED LESSONS IN SCIENCE WERE PRESENTED OVER TELEVISION TO EIGHTH-GRADE STUDENTS. A TOTAL OF 12 SEPARATE VERSIONS WERE COMPARED, INCLUDING 3 VERSIONS DIFFERING IN PROMPTING STRENGTH AND PRESENTED AT 4 DIFFERENT TEMPOS. COMPARISONS WERE MADE AMONG TREATMENTS FOR ERRORS, POST-TEST SCORES, AND RETENTION SCORES. WHILE ADDED PROMPTING DID REDUCE ERROR RATES, IT ALSO LED TO LOWER ACHIEVEMENT. ITS POTENTIAL VALUE IN OVERCOMING THE DETRIMENTAL EFFECTS OF FIXED PACING WAS DISCOUNTED. INTERACTIVE TRENDS WERE OBSERVED BETWEEN CHARACTERISTIC WORK RATES AND TEMPO VARIATIONS. MULTIPLE PROGRAM SOURCES WERE DISCUSSED AS MEANS FOR PROVIDING EFFECTIVE AND EFFICIENT GROUP INSTRUCTION. (JC)

ED 003 202 56

A SUMMARY REPORT, REPORT 4--STUDIES IN TELEVISED INSTRUCTION, INDIVIDUALIZING GROUP INSTRUCTION.
BY- GROPPER, GEORGE L. KRESS, GERARD C., JR.
METROPOLITAN PITTSBURGH EDUC. TV STATION, PA.
REPORT NUMBER NDEA-VIIA-872-4 PUB DATE NOV 64
AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES
REPORT NUMBER AIR-C76-11/64-FR
GRANT OEG-7-48-0000-159
EDRS PRICE MF-$0.09 HC-$1.00 25P.

DESCRIPTORS- *INDIVIDUALIZED PROGRAMS, *PACING, *PERFORMANCE, *PROGRAMED INSTRUCTION, *SCIENCE EDUCATION, *TELEVISED INSTRUCTION, ACADEMIC PERFORMANCE, LEARNING PROCESSES, PENNSYLVANIA, PITTSBURGH, SELF PACING MACHINES, TIME FACTORS (LEARNING),

IN A SERIES OF THREE STUDIES, THE RELATIONSHIP BETWEEN PACING MODE AND PERFORMANCE BEHAVIOR WAS INVESTIGATED. (REFER TO ACCESSION NUMBERS ED 003 199, ED 003 200, AND ED 003 201 FOR THE DETAILED REPORTS.) THE INVESTIGATION POINTED OUT THAT SELF-PACING CAN BE NONADAPTIVE, AND THAT UNDER SOME CIRCUMSTANCES, INSTRUCTION CAN BE MORE EFFECTIVE WHEN IT IS FIXED RATHER THAN SELF-PACED. CONCLUSIONS WERE THAT THE BEST EVIDENCE AS TO WHETHER INDIVIDUALIZATION HAD BEEN ACHIEVED CAME FROM AN INSPECTION OF DEPENDENT VARIABLES (INDICATING HOW EFFECTIVE AND EFFICIENT LEARNING HAD BEEN) AND NOT FROM THE INDEPENDENT VARIABLES (THE NUMBER OF SEPARATE OR INDIVIDUAL TREATMENTS PROVIDED THE STUDENTS). EVIDENCE FROM THE THREE STUDIES SUGGESTED THAT INDIVIDUALIZATION CAN OCCUR EVEN WHEN STUDENT WORK-PACE IS NOT INDIVIDUALLY SELECTED. (JC)

ED 003 203 56

ADMINISTRATIVE AND INSTRUCTIONAL ADJUSTMENTS RESULTING FROM THE USE OF PROGRAMED MATERIALS.
BY- ARCHER, N. SIDNEY AND OTHERS
PENNSYLVANIA STATE DEPT.OF PUB. INSTR., HARRISBURG
REPORT NUMBER NDEA-VIIA-961 PUB DATE 64
GRANT OEG-7-48-0000-187
EDRS PRICE MF-$0.27 HC-$5.48 137P.

DESCRIPTORS- *ADMINISTRATIVE CHANGE, *EFFECTIVE TEACHING, *SURVEYS, *TEACHING MACHINES, *TEACHING METHODS, ADMINISTRATOR ATTITUDES, ELEMENTARY EDUCATION, HARRISBURG, INSTRUCTIONAL MATERIALS, PENNSYLVANIA, QUESTIONNAIRES, SECONDARY EDUCATION, STUDENT ATTITUDES, TEACHER ATTITUDES, TEACHER CHARACTERISTICS,

A SURVEY WAS CONDUCTED AMONG KNOWLEDGEABLE PERSONS WHO INDICATED AND EVALUATED THEIR PRACTICES AND ADJUSTMENTS IN THE USE OF PROGRAMED MATERIALS. RESPONSES TO QUESTIONNAIRES WERE RECEIVED FROM APPROXIMATELY 400 TEACHERS, ADMINISTRATORS, AND RESEARCHERS. FROM AN ANALYSIS OF THE DATA AN ATTEMPT WAS MADE TO EVALUATE EFFECTIVE INSTRUCTIONAL PRACTICES. TEACHERS WERE PLACED INTO GROUPINGS ARRANGED FROM MOST EFFECTIVE TO LEAST EFFECTIVE USERS OF PROGRAMED MATERIAL. THE CONCLUSIONS REACHED WERE--(1) THERE WAS COMMON AGREEMENT CONCERNING THE EFFECTIVE IMPLEMENTATION AND USE OF PROGRAMED MATERIALS, (2) THE ADJUSTMENTS INVESTIGATED RECEIVED STRONG ENDORSEMENT, AND (3) THE QUALITY OF THE INTERPERSONAL ENCOUNTER WAS CONSIDERED THE MOST IMPORTANT FACTOR IN THE LEARNING PROCESS. SUGGESTIONS WERE THAT RESEARCH PLACE MORE EMPHASIS ON TECHNIQUES TO MEASURE THE QUALITY OF INTERPERSONAL ENCOUNTER. THIS WOULD ALLOW ATTITUDES OF PERSONS TO BE IDENTIFIED. (RS)

ED 003 204 56

SLOW LEARNERS, COMPETITION, AND PROGRAMED INSTRUCTION.
BY- PAULSON, CASPER F., JR.
OREGON STATE SYSTEM OF HIGHER EDUCATION, MONMOUTH
REPORT NUMBER NDEA-VIIA-1083 PUB DATE 31 AUG 64
REPORT NUMBER R-30
GRANT OEG-7-47-0000-221
EDRS PRICE MF-$0.09 HC-$2.08 52P.

DESCRIPTORS- *COMPETITIVE SELECTION, *GROUP BEHAVIOR, *PROGRAMED INSTRUCTION, *SLOW LEARNERS, ALGEBRA, AUTOINSTRUCTIONAL AIDS, EDEX TEACHING SYSTEM, FEEDBACK, GRADE 9, GROUP RELATIONS, LEARNING EXPERIENCES, MODERN MATHEMATICS, MONMOUTH, OREGON, PROGRAMED MATERIALS, REINFORCEMENT, TEXTBOOKS,

THE EFFECTS OF TWO POSTULATED COMPETITIVE CONDITIONS ON GROUPS OF RELATIVELY SLOW LEARNERS WERE EXAMINED DURING THE REPORTED RESEARCH. THE TWO COMPETITIVE CONDITIONS WERE--(1) HOMOGENEOUS GROUPING, AS OPPOSED TO HETEROGENEOUS GROUPING AND (2) PUBLIC DISPLAY OF THE PERFORMANCE OF ALL MEMBERS OF A GROUP, AS OPPOSED TO INDIVIDUALIZED FEEDBACK. FOUR GROUPS OF 10 SUBJECTS FROM NINTH-GRADE ALGEBRA CLASSES USED PORTIONS OF "MODERN MATHEMATICS--A PROGRAMED TEXTBOOK, COURSE I" IN THIS STUDY. INSTRUCTION FOR ALL GROUPS WAS AUTOMATED BY SYSTEMS WHICH PRESENTED KNOWLEDGE OF RESULTS. IN TWO OF THE GROUPS, THIS KNOWLEDGE WAS PRESENTED ON A DISPLAY PANEL SO THAT ALL MEMBERS COULD SEE RESULTS FOR THEIR ENTIRE GROUP. IN TWO OTHER GROUPS, STUDENTS RECEIVED PERFORMANCE RESULTS PRIVATELY BY MEANS OF SIGNAL LIGHTS AT THEIR OWN STATIONS. AN ANALYSIS OF VARIANCE OF FIRST POST-TEST SCORES INDICATED THAT

HOMOGENEOUS GROUPS SCORED HIGHER THAN THE HETEROGENEOUS GROUPS. THE SIGNIFICANT FINDING WAS THAT HETEROGENEOUS GROUPS RECEIVING PUBLIC DISPLAY OF PERFORMANCE SCORED SIGNIFICANTLY HIGHER GAINS THAN ANY OF THE OTHER GROUPS. OBSERVATION OF THE SUBJECTS DURING THE EXPERIMENT INDICATED THAT GROUPS RECEIVING PUBLIC DISPLAY OF PERFORMANCE INTERACTED AND VERBALIZED CONSIDERABLY, WHILE THOSE RECEIVING PRIVATE KNOWLEDGE DEMONSTRATED VIRTUALLY NONE OF THIS BEHAVIOR. (WB)

ED 003 205 56
ATOMIC PHYSICS, AN AUTOINSTRUCTIONAL PROGRAM, VOLUME 2, SUPPLEMENT.
BY- KLAUS, DAVID J. DETERLINE, WILLIAM A.
AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES
REPORT NUMBER NDEA-VIIA-337 VOL. 2 SUPPL. PUB DATE 61
REPORT NUMBER AIR-C10-9/61-RP/2/
GRANT OEG-736022.09
EDRS PRICE MF-$0.36 HC-$8.04 201P.

DESCRIPTORS- *AUTOINSTRUCTIONAL AIDS, *NUCLEAR PHYSICS, *PHYSICS INSTRUCTION, *PROGRAMED TEXTS, EXPERIMENTAL PROGRAMS, LEARNING PROCESSES, PENNSYLVANIA, PITTSBURGH,

THE AUTOINSTRUCTIONAL MATERIALS IN THIS TEXT WERE PREPARED FOR USE IN AN EXPERIMENTAL STUDY, OFFERING SELF-TUTORING MATERIAL FOR LEARNING ATOMIC PHYSICS. THE TOPICS COVERED ARE (1) ISOTOPES AND MASS NUMBERS, (2) MEASURING ATOMIC MASS, (3) DISCOVERY OF THE NUCLEUS, (4) STRUCTURE OF THE NUCLEUS, (5) DISCOVERY OF THE NEUTRON, (6) NUCLEAR REACTIONS, AND (7) NUCLEAR MASS AND ENERGY. (RS)

ED 003 206 56
ATOMIC PHYSICS, AN AUTOINSTRUCTIONAL PROGRAM, VOLUME 3, SUPPLEMENT.
BY- KLAUS, DAVID J. DETERLINE, WILLIAM A.
AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES
REPORT NUMBER NDEA-VIIA-337 VOL. 3 SUPPL. PUB DATE 61
REPORT NUMBER AIR-C10-9/61-RP/3/
GRANT OEG-736022.09
EDRS PRICE MF-$0.36 HC-$8.48 212P.

DESCRIPTORS- *AUTOINSTRUCTIONAL AIDS, *NUCLEAR PHYSICS, *PHYSICS INSTRUCTION, *PROGRAMED TEXTS, *TEXTBOOK PUBLICATIONS, EXPERIMENTAL PROGRAMS, LEARNING PROCESSES, PENNSYLVANIA, PITTSBURGH,

THE AUTOINSTRUCTIONAL MATERIALS IN THIS TEXT WERE PREPARED FOR USE IN AN EXPERIMENTAL STUDY, OFFERING SELF-TUTORING MATERIAL FOR LEARNING ATOMIC PHYSICS. THE TOPICS COVERED ARE (1) NUCLEAR BINDING ENERGY, (2) DISCOVERY OF RADIOACTIVITY, (3) RADIOACTIVE RADIATIONS, (4) ALPHA AND BETA DECAY, (5) BETA DECAY REACTIONS, (6) RADIOACTIVE DATING AND RADIATION COUNTERS, AND (7) PARTICLE ACCELERATORS. (RS)

ED 003 207 56
ATOMIC PHYSICS, AN AUTOINSTRUCTIONAL PROGRAM, VOLUME 4, SUPPLEMENT.
BY- KLAUS, DAVID J. DETERLINE, WILLIAM A.
AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES
REPORT NUMBER NDEA-VIIA-337 VOL. 4 SUPPL. PUB DATE 61
REPORT NUMBER AIR-C10-9/61-RP/4/
GRANT OEG-736022.09
EDRS PRICE MF-$0.27 HC-$7.28 182P.

DESCRIPTORS- *AUTOINSTRUCTIONAL AIDS, *NUCLEAR PHYSICS, *PHYSICS INSTRUCTION, *PROGRAMED TEXTS, EXPERIMENTAL PROGRAMS, LEARNING PROCESSES, PENNSYLVANIA, PITTSBURGH,

THE AUTOINSTRUCTIONAL MATERIALS IN THIS TEXT WERE PREPARED FOR USE IN AN EXPERIMENTAL STUDY, OFFERING SELF-TUTORING MATERIAL FOR LEARNING ATOMIC PHYSICS. THE TOPICS COVERED ARE (1) RADIATION USES AND NUCLEAR FISSION, (2) NUCLEAR REACTORS, (3) ENERGY FROM NUCLEAR REACTORS, (4) NUCLEAR EXPLOSIONS AND FUSION, (5) A COMPREHENSIVE REVIEW, AND (6) A FINAL SUMMARY. (RS)

ED 003 208 56
RESEARCH WITH A PROGRAM ON GEOMETRIC INEQUALITIES.
BY- COULSON, JOHN E.
SYSTEM DEVELOPMENT CORP., SANTA MONICA, CALIF.
REPORT NUMBER NDEA-VIIA-968-1 PUB DATE 26 JUN 64
REPORT NUMBER TM-895/102/00
GRANT OEG-7-14-0000-181
EDRS PRICE MF-$0.18 HC-$3.40 85P.

DESCRIPTORS- *AUTOINSTRUCTIONAL AIDS, *GEOMETRY, *INDIVIDUAL STUDY, *LEARNING PROCESSES, *PROGRAMED INSTRUCTION, CALIFORNIA, EDUCATIONAL RESEARCH, HIGH SCHOOL STUDENTS, INDIVIDUAL DIFFERENCES, LEARNING DIFFICULTIES, PROGRAM DESIGN, PROGRAM IMPROVEMENT, PROGRAMED UNITS, SANTA MONICA, TUTORING,

THIS REPORT DESCRIBES THE DEVELOPMENT OF A PROGRAM IN PLANE GEOMETRY AND THE USE OF THIS PROGRAM IN EXPLORATORY RESEARCH TO GENERATE HYPOTHESES ABOUT METHODS OF PROGRAM IMPROVEMENT. AN INDUCTIVE APPROACH, BASED ON AN INTENSIVE ANALYSIS OF THE BEHAVIOR OF INDIVIDUAL STUDENTS IN A SELF-STUDY SITUATION, WAS USED TO DEVELOP PRINCIPLES OF PROGRAM DESIGN AND IMPROVEMENT. A COMMERCIALLY PRODUCED PROGRAM ON GEOMETRIC INEQUALITIES WAS GIVEN TO HIGH SCHOOL STUDENTS IN A SERIES OF TUTORIAL SESSIONS. AS EACH STUDENT STUDIED THE MATERIALS, THE EXPERIMENTER/TUTOR MODIFIED THE PROGRAM IN VARIOUS WAYS DESIGNED TO HELP THE STUDENT OVERCOME ANY LEARNING DIFFICULTIES THAT HE ENCOUNTERED. SUCCESSIVE REVISIONS OF THE INITIAL PROGRAM WERE PRODUCED UNTIL FORMAL EXPERIMENTAL COMPARISONS SHOWED THAT THE REVISED PROGRAM WAS BOTH STATISTICALLY AND PRACTICALLY SUPERIOR TO THE ORIGINAL VERSION. DETAILED RECORDS WERE KEPT OF THE PROGRAM MODIFICATIONS THAT APPEARED MOST EFFECTIVE IN IMPROVING THE INSTRUCTION. THESE EMPIRICAL RECORDS WERE THEN USED TO DERIVE SEVERAL GENERAL PRINCIPLES OF PROGRAM DESIGN. (WB)

ED 003 209 56
RESEARCH IN PROGRAMED INSTRUCTION IN SPANISH WITH SEVENTH-GRADE STUDENTS.
BY- NEWMARK, GERALD
SYSTEM DEVELOPMENT CORP., SANTA MONICA, CALIF.
REPORT NUMBER NDEA-VIIA-968-2 PUB DATE 29 JUN 64
REPORT NUMBER TM-895/103/00
GRANT OEG-7-14-0000-181
EDRS PRICE MF-$0.18 HC-$4.00 100P.

DESCRIPTORS- *AUTOINSTRUCTIONAL AIDS, *INDIVIDUAL STUDY, *LANGUAGE SKILLS, *PROGRAMED INSTRUCTION, *SPANISH, CALIFORNIA, GRADE 7, INDIVIDUAL DIFFERENCES, LANGUAGE INSTRUCTION, LEARNING DIFFICULTIES, LEARNING PROCESSES, PROGRAM DESIGN, PROGRAMED MATERIALS, SANTA MONICA, TUTORING,

THE EMPHASIS IN THIS STUDY WAS ON EXPLORING MEANS OF MAKING PROGRAMS MORE RESPONSIVE TO INDIVIDUAL DIFFERENCES AMONG LEARNERS AND ON DEVELOPING RULES AND PROCEDURES FOR WRITING AND IMPROVING PROGRAMS. THE PROGRAMED COURSE IN BEGINNING SPANISH SELECTED FOR THE STUDY WAS DESIGNED FOR USE BY STUDENTS WITHOUT THE ASSISTANCE OF A TEACHER. IT ATTEMPTS TO TEACH SIMULTANEOUSLY THE FOUR BASIC LANGUAGE SKILLS--LISTENING COMPREHENSION, SPEAKING, READING, AND WRITING. A TOTAL OF APPROXIMATELY 90 SEVENTH-GRADE STUDENTS PARTICIPATED AS SUBJECTS IN THE STUDY. THE ORIGINAL PROGRAM WAS ADMINISTERED AND THEN REVISED INTO FOUR VERSIONS, EACH SUCCESSIVE VERSION INCORPORATING MODIFICATIONS SUGGESTED BY THE LEARNING BEHAVIOR OF THE STUDENTS. THE FINAL PROGRAM VERSION WAS DEVELOPED AFTER TUTORIAL SESSIONS WHICH WERE DEVOTED TO IMPROVING THE BRANCHING PROCEDURES AND THE REMEDIAL EXERCISES. CONCLUSIONS DRAWN FROM THIS STUDY INCLUDED--(1) PROGRAMS CAN AND SHOULD BE MADE MORE RESPONSIVE TO INDIVIDUAL DIFFERENCES IN LEARNERS, (2) THE TEACHER HAS AN IMPORTANT ROLE TO PLAY IN CONNECTION WITH THE USE OF PROGRAMED MATERIALS, (3) EXCESSIVE VARIABILITY IN REQUIRED RESPONSE BEHAVIOR FROM ITEM TO ITEM CAN INTERFERE WITH LEARNING, (4) FOR MOST SEVENTH-GRADE STUDENTS IN THE STUDY, SHORT AND FREQUENT INSTRUCTIONAL SESSIONS ARE BETTER THAN LONG ONES, AND (5) FREQUENT DIAGNOSTIC TESTING IMPROVES LEARNING. (WB)

ED 003 210 56

USE OF EXPLORATORY RESEARCH AND INDIVIDUAL TUTORING TECHNIQUES FOR THE DEVELOPMENT OF PROGRAMING METHODS AND THEORY, FINAL REPORT.
BY- SILBERMAN, H. AND OTHERS
SYSTEM DEVELOPMENT CORP., SANTA MONICA, CALIF.
REPORT NUMBER NDEA-VIIA-968-3 PUB DATE 29 JUN 64
REPORT NUMBER TM-895/200/00
GRANT OEG-7-14-0000-181
EDRS PRICE MF-$0.18 HC-$2.48 62P.

DESCRIPTORS- *EDUCATIONAL RESEARCH, *INDIVIDUAL DIFFERENCES, *LEARNING EXPERIENCE , *PROGRAM DEVELOPMENT, *PROGRAMED INSTRUCTION, ARITHMETIC, CALIFORNIA, GEOMETRY, GRADE 1, HIGH SCHOOL STUDENTS, INDIVIDUAL STUDY, LEARNING DIFFICULTIES, READING, SANTA MONICA, SPANISH, TUTORING,

FOUR SELF-INSTRUCTIONAL PROGRAMS WERE STUDIED AND REVISED BY USE OF TUTORING TECHNIQUES WITH INDIVIDUAL STUDENTS TO CREATE MODIFIED PROGRAMS SUPERIOR TO THE ORIGINAL ONES. THE PROGRAMS USED IN THE STUDY WERE FIRST-GRADE READING, FIRST-GRADE ARITHMETIC, JUNIOR HIGH SCHOOL SPANISH, AND SENIOR HIGH SCHOOL GEOMETRY. PROGRAMS THAT LED TO IMPROVED STUDENT PERFORMANCE WERE THEN COMPARED TO ISOLATE THOSE OPERATIONS COMMON TO ALL FOUR PROGRAMS. SYSTEMATIC METHODOLOGICAL DIFFERENCES FROM ONE CONTENT AREA TO ANOTHER AND FROM ONE AGE LEVEL TO ANOTHER WERE ALSO EXAMINED. THREE GENERAL PRINCIPLES OF PROGRAM IMPROVEMENT WERE ISOLATED--(1) EVERY SKILL SHOULD BE INCLUDED IN THE PROGRAM OBJECTIVES, AND EVERY SUBSKILL THAT LOGICALLY CONTRIBUTES TO THOSE OBJECTIVES SHOULD BE EXPLICITLY COVERED BY THE PROGRAM UNLESS IT EXISTS IN THE STUDENT'S ENTRY REPERTOIRE, (2) ANY MATERIALS THAT DO NOT CONTRIBUTE TO THE PROGRAM OBJECTIVES SHOULD BE ELIMINATED, AND (3) THE STUDENT SHOULD BE REQUIRED TO DEMONSTRATE MASTERY OF EACH COMPONENT SUBSKILL BEFORE HE IS ALLOWED TO ADVANCE TO NEW TOPICS THAT ARE BASED ON THE EARLIER MATERIALS. (WB)

ED 003 211 56

A BEHAVIORAL ANALYSIS OF THE ROLE OF VISUALS IN INSTRUCTION--STUDIES IN TELEVISED INSTRUCTION, THE ROLE OF VISUALS IN VERBAL LEARNING, REPORT 1.
BY- GROPPER, GEORGE L.
METROPOLITAN PITTSBURGH EDUC. TV STATION, PA.
REPORT NUMBER NDEA-VIIA-637-1 PUB DATE JAN 63
AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES
REPORT NUMBER AIR-C48-1/63-TR
GRANT OEG-7-36-120.01
EDRS PRICE MF-$0.09 HC-$1.64 41P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *BEHAVIORAL SCIENCE RESEARCH, *REINFORCERS, *RETENTION, *VISUAL LEARNING, EVALUATION, INSTRUCTION, PENNSYLVANIA, PITTSBURGH, RESEARCH, TELEVISED INSTRUCTION,

THIS STUDY WAS CONDUCTED TO DETERMINE HOW TO USE NONVERBAL, VISUAL MATERIALS (VISUALS) IN PROMOTING THE ACQUISITION, RETENTION, AND TRANSFER OF KNOWLEDGE. VISUALS WERE SELECTED FOR SEVERAL LEARNING SITUATIONS WHICH REQUIRED STIMULUS-ORIENTED STUDENT RESPONSES. STUDENTS WERE REQUIRED TO PRACTICE THEIR LEARNING ACTIVITIES WITH THESE VISUALS, MAKING BOTH "CRITERION" RESPONSES, DESIGNATED BY LESSON OBJECTIVES, AND INSTRUMENTAL "INTERMEDIARY" RESPONSES NECESSARY FOR TOTAL OBJECTIVE ACQUISITION. TWO BASIC FUNCTIONS OF THE VISUALS WERE IDENTIFIED--(1) THEY COULD BE USED TO CUE AND REINFORCE SPECIFIC RESPONSES, ADDING TO THE PROBABILITY OF STUDENT ACQUISITION AND RETENTION, AND (2) THEY COULD BE USED AS EXAMPLES IN ORDER TO FOSTER GENERALIZATION OF RESPONSES TO NEW SITUATIONS (TRANSFER), OR TO ESTABLISH BASIC UNDERSTANDING. (REFER TO ACCESSION NUMBERS ED 003 212 AND ED 003 213 FOR ADDITIONAL INFORMATION ON THE ROLE OF VISUALS IN INSTRUCTION.) (JH)

ED 003 212 56

CONTROLLING STUDENT RESPONSES DURING VISUAL PRESENTATIONS--STUDIES IN TELEVISED INSTRUCTION, THE ROLE OF VISUALS IN VERBAL LEARNING, REPORT 2.
BY- GROPPER, GEORGE L.
METROPOLITAN PITTSBURGH EDUC. TV STATION, PA.
REPORT NUMBER NDEA-VIIA-637-2 PUB DATE OCT 65
AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES
REPORT NUMBER AIR-C48-10/65-TR
GRANT OEG-7-48-0000-120
EDRS PRICE MF-$0.27 HC-$7.16 179P.

DESCRIPTORS- *AUDIOVISUAL INSTRUCTION, *INSTRUCTIONAL MATERIALS, *PROGRAMED INSTRUCTION, *PROGRAMED MATERIALS, *TELEVISION, INSTRUCTIONAL FILMS, PENNSYLVANIA, PITTSBURGH, SCIENCE INSTRUCTION, TELEVISED INSTRUCTION, TELEVISION RESEARCH,

THIS IS A REPORT OF TWO STUDIES IN WHICH PRINCIPLES OF PROGRAMED INSTRUCTION WERE ADAPTED FOR VISUAL PRESENTATIONS.

SCIENTIFIC DEMONSTRATIONS WERE PREPARED WITH A VISUAL PROGRAM AND A VERBAL PROGRAM ON--(1) ARCHIMEDES' LAW AND (2) FORCE AND PRESSURE. RESULTS SUGGESTED THAT RESPONSES ARE MORE READILY BROUGHT UNDER THE CONTROL OF VISUAL PRESENTATION WHEN STUDENTS RESPOND ACTIVELY THAN WHEN THEY MERELY WATCH PASSIVELY. THESE RESULTS PROVIDED THE BASIS FOR PRACTICAL CONCLUSIONS REGARDING THE TEACHING OF CONCEPTS AND PRINCIPLES BY FILM OR TV LESSONS--(1) PICTORIAL MATERIALS SHOULD BE PROGRAMED TO BE CAPABLE, ON THEIR OWN, OF TEACHING CONCEPTS, (2) DURING SUCH PRESENTATIONS, DISCRIMINATION PRACTICE SHOULD BE BASED ON PICTORIAL RESPONSE OPTIONS, AND (3) PROGRAMED PICTORIAL MATERIALS SHOULD PRECEDE THE ACCOMPANYING VERBAL MATERIALS. OTHER REPORTS IN THIS SERIES HAVE ACCESSION NUMBERS ED 003 211 THROUGH ED 003 213. (JM)

ED 003 213 56

THE ROLE OF VISUALS IN VERBAL LEARNING--STUDIES IN TELEVISED INSTRUCTION, REPORT 3, SUMMARY REPORT.
BY- GROPPER, GEORGE L.
METROPOLITAN PITTSBURGH EDUC. TV STATION, PA.
REPORT NUMBER NDEA-VIIA-637-3 PUB DATE OCT 65
AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES
REPORT NUMBER AIR-C48-10/65-TR
GRANT OEG-7-48-0000-120
EDRS PRICE MF-$0.09 HC-$1.80 45P.

DESCRIPTORS- *AUDIOVISUAL INSTRUCTION, *EDUCATIONAL TELEVISION, *PROGRAMED MATERIALS, *TELEVISED INSTRUCTION, *VISUAL PERCEPTION, CONCEPT TEACHING, EXPERIMENTAL PROGRAMS, PENNSYLVANIA, PITTSBURGH,

THE INTEGRATION OF WORDS AND PICTURES IN THE TWO STUDIES REPORTED IN THIS VOLUME WAS ACCOMPLISHED UNCONVENTIONALLY. IN ONE STUDY, AN ENTIRE TOPIC, ARCHIMEDES' LAW, WAS COVERED IN A SELF-CONTAINED, ENTIRELY PICTORIAL LESSON AND ALSO IN A SELF-CONTAINED, ENTIRELY VERBAL LESSON. STUDENTS ACQUIRED ALL THE CONCEPTS AND PRINCIPLES MAKING UP ARCHIMEDES' LAW FIRST ON THE BASIS OF ONE LESSON AND THEN ONCE AGAIN ON THE BASIS OF THE SECOND. IN A SECOND STUDY INVOLVING A LESSON ON PRESSURE, ONLY ONE OR TWO CONCEPTS OR PRINCIPLES WERE COVERED IN EACH VISUAL SEGMENT AND THEN AGAIN IN EACH VERBAL SEGMENT. IT REQUIRED ALL FIVE VISUAL SEGMENTS IN THE LESSON TO TEACH ALL THE CONCEPTS AND PRINCIPLES. SIMILARLY IT TOOK ALL FIVE VERBAL SEGMENTS TO TEACH ALL THE CONCEPTS AND PRINCIPLES. THE ONLY DIFFERENCE BETWEEN THE TWO STUDIES WAS THAT THE LESSON IN THE SECOND STUDY WAS SEGMENTED. WHAT WAS COMMON TO BOTH STUDIES WAS THE PROVISION FOR THE ACQUISITION OF THE DISCRIMINATIONS AND GENERALIZATIONS UNDERLYING THE CONCEPTS AND PRINCIPLES TO BE TAUGHT SOLELY ON THE BASIS OF PROGRAMED VISUAL MATERIAL, AND THEN ON THE BASIS OF BOTH SETS OF MATERIALS COMBINED. OTHER REPORTS IN THIS SERIES HAVE ACCESSION NUMBERS ED 003 211 AND ED 003 212. (LP)

ED 003 214 56

ELEMENTARY ELECTRONICS LABORATORY.
BY- DETERLINE, WILLIAM A. KLAUS, DAVID J.
AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES
REPORT NUMBER NDEA-VIIA-337-5 PUB DATE 61
REPORT NUMBER AIR-C10-10/61-RP
GRANT OEG-736022
EDRS PRICE MF-$0.18 HC-$4.68 117P.

DESCRIPTORS- *AUTOINSTRUCTIONAL AIDS, *ELECTRONICS, *INSTRUCTIONAL MATERIALS, ELECTRONIC EQUIPMENT, PENNSYLVANIA, PITTSBURGH, TASK PERFORMANCE,

THIS PROCEDURAL WORKBOOK WAS DEVELOPED FOR USE IN AN EXPERIMENTAL STUDY. APPROXIMATELY 1,100 PROCEDURAL STEPS PRESENT DETAILED INSTRUCTIONS TO FOLLOW IN BUILDING A FOUR-TUBE RADIO RECEIVER KIT WHICH USED A PRINTED CIRCUIT BOARD. THE TEST WHICH ACCOMPANIES THIS WORKBOOK HAS THE ACCESSION NUMBER ED 003 215. (JM)

ED 003 215 56

ELEMENTARY ELECTRONICS, AN AUTOINSTRUCTIONAL PROGRAM FOR JUNIOR HIGH SCHOOL STUDENTS.
BY- DETERLINE, WILLIAM A. KLAUS, DAVID J.
AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES
REPORT NUMBER NDEA-VIIA-337-6 PUB DATE 61
REPORT NUMBER AIR-C10-10/61-RP
GRANT OEG-736022
EDRS PRICE MF-$0.27 HC-$6.12 153P.

DESCRIPTORS- *AUTOINSTRUCTIONAL AIDS, *ELECTRONICS, *INSTRUCTIONAL MATERIALS, *PROGRAMED TEXTS, ELECTRICITY, PENNSYLVANIA, PITTSBURGH, PROGRAMED INSTRUCTION, RADIO,

THIS PROGRAMED INSTRUCTION TEXT WAS DEVELOPED FOR USE IN AN EXPERIMENTAL STUDY. APPROXIMATELY 600 INSTRUCTIONAL STEPS PRESENT THEORY ON ELECTRIC CIRCUITS, ELECTRONIC COMPONENTS, AND RADIO CIRCUITS. EACH STEP REQUIRES THE COMPLETION OF A STATEMENT WITH AT LEAST ONE WRITTEN ANSWER. THE LABORATORY EXERCISES WHICH ACCOMPANY THIS TEXT HAVE THE ACCESSION NUMBER ED 003 214. (JM)

ED 003 216 56

COMPREHENSION OF COMPRESSED SPEECH BY ELEMENTARY SCHOOL CHILDREN.
BY- WOOD, C. DAVID
INDIANA UNIV., BLOOMINGTON
REPORT NUMBER NDEA-VIIA-1300 PUB DATE AUG 65
GRANT OEG-7-24-0210-263
EDRS PRICE MF-$0.18 HC-$2.52 63P.

DESCRIPTORS- *COMPREHENSION, *LISTENING HABITS, *LISTENING SKILLS, *SPEECH COMPRESSION, BLOOMINGTON, EDUCATIONAL RESEARCH, ELEMENTARY SCHOOL STUDENTS, INDIANA, RETENTION, SPEAKING, VERBAL COMMUNICATION,

THE EFFECTS OF FOUR VARIABLES ON THE EXTENT OF COMPREHENSION OF COMPRESSED SPEECH BY ELEMENTARY SCHOOL CHILDREN WERE INVESTIGATED. THESE VARIABLES WERE RATE OF PRESENTATION, GRADE LEVEL IN SCHOOL, INTELLIGENCE, AND AMOUNT OF PRACTICE. NINETY SUBJECTS PARTICIPATED IN THE EXPERIMENT. THE TASK FOR EACH SUBJECT WAS TO LISTEN INDIVIDUALLY TO 50 TAPE RECORDED SENTENCES. IF THE SUBJECT PERFORMED CORRECTLY TO THE COMMAND PHRASED, THE SENTENCE WAS JUDGED TO HAVE BEEN COMPREHENDED. FIVE SENTENCES WERE PRESENTED AT 10 DIFFERENT SPEEDS (WORDS PER MINUTE). A SPEECH COMPRESSOR WAS USED TO COMPRESS SENTENCES TO THE DESIRED RATES. AN ANALYSIS OF VARIANCE SHOWED THE FOLLOWING EFFECTS TO BE STATISTICALLY SIGNIFICANT AT THE .05 LEVEL - RATE OF PRESENTATION, GRADE LEVEL, PRACTICE, THE RATE BY PRACTICE INTERACTION, AND THE RATE BY GRADE LEVEL BY PRACTICE INTERACTION. THE INVESTIGATOR

STATED THAT EFFECTS ASSOCIATED WITH RATE AND PRACTICE VARIABLES SHOULD BE INTERPRETED CAUTIOUSLY. ALTHOUGH SENTENCES WERE ASSIGNED RANDOMLY TO RATES, THEIR APPARENT HETEROGENEITY IN TERMS OF INHERENT DIFFICULTY MAY EITHER HAVE CONTRIBUTED TO OR OBSCURED THE RELATIONS BETWEEN THE RATE AND PRACTICE VARIABLES AND COMPREHENSION. (WB)

ED 003 217 56

NONPROGRAM VARIABLES IN THE APPLICATION OF PROGRAMED INSTRUCTION.
BY- COULSON, JOHN E. AND OTHERS
SYSTEM DEVELOPMENT CORP., SANTA MONICA, CALIF.
REPORT NUMBER NDEA-VIIA-1268 PUB DATE 21 JUL 65
REPORT NUMBER TM-2176/201/00
REPORT NUMBER BR-5-0719
GRANT OEG-7-14-9120-249
EDRS PRICE MF-$0.09 HC-$1.56 39P.

DESCRIPTORS- *COMPUTER ASSISTED INSTRUCTION, *EDUCATIONAL EXPERIMENTS, *GEOMETRY, *HIGH SCHOOL STUDENTS, *LEARNING, *PROGRAMED INSTRUCTION, CALIFORNIA, INSTRUCTIONAL MATERIALS, PERFORMANCE FACTORS, SANTA MONICA, TEACHER ROLE,

TWO EXPERIMENTS WERE CONDUCTED TO ANALYZE THE SPECIFIC EXTERNAL FACTORS THAT CONTRIBUTE MOST SIGNIFICANTLY TO STUDENT LEARNING. THE THREE HYPOTHESES TESTED WERE--(1) LEARNING IS INCREASED WHEN AN EXPERIMENTER ACTIVELY AUGMENTS THE PROGRAM BY REPHRASING PROGRAM STATEMENTS AND BY BRANCHING THE STUDENT TO DIFFERENT PARTS OF THE PROGRAM WHEN THE STUDENT HAS DIFFICULTY WITH A PARTICULAR TOPIC, (2) LEARNING IS INCREASED WHEN THE EXPERIMENTER HAS ACCESS TO DETAILED DISPLAYS OF CURRENT POST STUDENT PERFORMANCE, DESIGNED TO ASSIST HIM IN DIAGNOSING STUDENT-LEARNING PROBLEMS, AND (3) LEARNING IS INCREASED BY ALLOWING THE STUDENT TO BRANCH VOLUNTARILY IN THE PROGRAM AT ANY TIME DURING THE INSTRUCTION. THE THREE NONPROGRAM VARIABLES USED WERE (1) EXPERIMENTER AUGMENTATION, (2) DIAGNOSTIC INFORMATION, AND (3) STUDENT CONTROL. TWO EXPERIMENTS WERE CARRIED OUT. IN THE FIRST EXPERIMENT, 53 RANDOMLY SELECTED STUDENTS RECEIVED 6 EXPERIMENTAL TREATMENTS. EACH SUBJECT WAS DIRECTED TO APPROPRIATE PAGES IN HIS PROGRAM BY A DIGITAL DISPLAY ON HIS RESPONSE DEVICE. HE RESPONDED TO MULTIPLE CHOICE ITEMS BY PRESSING A BUTTON. FEEDBACK WAS GIVEN BY A RED/GREEN LIGHT ARRANGEMENT. THE COMPUTER RETAINED INFORMATION ON THE SUBJECT'S PERFORMANCE. THE SECOND EXPERIMENT STUDIED THE NONPROGRAM VARIABLES WITH 104 SUBJECTS IN 4 HIGH SCHOOL CLASSROOMS, WITH 4 TEACHERS SERVING AS EXPERIMENTERS. SUBJECTS WITH A PASSIVE EXPERIMENTER AND ADDITIONAL MATERIALS WERE (1) TOLD TO USE THE MATERIALS AS THEY SAW FIT, AND (2) GIVEN THE PROGRAM BOOKLET. SUBJECTS WITH AN ACTIVE EXPERIMENTER WERE GIVEN ONLY THE PROGRAM BOOKLET FOR USE IN THE CLASSROOM. THE STUDY DID NOT FIND THAT PROGRAM EFFECTIVENESS WAS DETERMINED BY VARIABLES NOT DIRECTLY UNDER PROGRAM CONTROL AS SUGGESTED BY THE HYPOTHESES SUBJECTED TO TEST. (HB)

ED 003 218 56

DEGREE OF STUDENT CONTROL OVER PROGRAMED INSTRUCTION--LONG-TERM CUMULATIVE EFFECTS ON PROBLEM-SOLVING AND TRANSFER.
BY- CAMPBELL, VINCENT N. CHAPMAN, MADALYNNE
AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES
REPORT NUMBER NDEA-VIIA-1258 PUB DATE DEC 65
REPORT NUMBER AIR-E20-12/65-TR
GRANT OEG-7-48-7670-242
EDRS PRICE MF-$0.09 HC-$1.20 30P.

DESCRIPTORS- *ACHIEVEMENT GAINS, *ACHIEVEMENT TESTS, *GEOGRAPHY, *PROBLEM SOLVING, *PROGRAMED INSTRUCTION, CALIFORNIA, CALIFORNIA ACHIEVEMENT TEST (CAT), EDUCATIONAL RESEARCH, ELEMENTARY SCHOOL STUDENTS, GRADE 4, GRADE 5, PALO ALTO,

THE PURPOSE OF THE STUDY WAS TO DETERMINE WHETHER GIVING THE LEARNER CONTROL MIGHT SHOW PROGRESSIVE EFFECTS ON LEARNING AND PROBLEM-SOLVING IN A GIVEN SUBJECT MATTER OVER A PERIOD OF SEVERAL MONTHS. ALL FOURTH-GRADE STUDENTS IN 3 ELEMENTARY SCHOOLS AND 2 FIFTH-GRADE CLASSES FROM 1 OF THESE SCHOOLS PROVIDED APPROXIMATELY 200 SUBJECTS. SCHOLASTIC ABILITY WAS A GRADE PLACEMENT SCORE OF 5.5 FOR THE FOURTH-GRADE STUDENTS ON THE CALIFORNIA ACHIEVEMENT TEST (CAT). ON THREE VARIABLES THE STUDENTS WERE MATCHED--(1) MEAN CAT TOTAL READING SCORE, (2) MEAN SCORE ON A SIMPLE GENERAL GEOGRAPHY PRETEST, AND (3) MEAN INTEREST IN GEOGRAPHY BY QUESTIONNAIRE. ONE CLASS WAS DESIGNATED LEARNER CONTROL AND THE OTHER PROGRAM CONTROL. THE TWO TEACHERS ALTERNATED CLASSES ON A WEEKLY BASIS. THE FOUR MATCHED PAIRS OF CLASSES CONSTITUTED FOUR REPLICATIONS OF THE RESEARCH DESIGN. AN 8-MONTH COURSE IN PRINCIPLES OF GLOBAL GEOGRAPHY WAS CHOSEN FOR ITS EMPHASIS ON TRANSFER OF PRINCIPLES AND PROBLEM SOLVING. A DRAFT PROGRAMED INSTRUCTIONAL TEXT WAS USED AND OBJECTIVE AND CRITERION TESTS FORMULATED. THERE WERE MARKED DIFFERENCES IN OVERALL LEVEL OF ACHIEVEMENT AMONG SCHOOLS IN THE PATTERN OF LEARNER CONTROL-PROGRAM CONTROL DIFFERENCES. THERE WAS A MARKED AND CONSISTENT DIFFERENCE BETWEEN LEARNER-CONTROLLED AND PROGRAM-CONTROLLED GROUPS IN THE FREQUENCY OF HOMEWORK. THE PROGRAM-CONTROL GROUP TOOK WORK HOME ABOUT TWICE AS OFTEN DURING THE FIRST HALF OF THE COURSE, AND THE DIFFERENCE DIMINISHED DURING THE LAST HALF. THE CHANGE IN PERFORMANCE ON PRE- AND POST-TESTS OF THE COURSE UNITS WAS NOT SIGNIFICANTLY DIFFERENT. THE FINAL CRITERION TEST RESULTS SHOWED NO SIGNIFICANT DIFFERENCE. (HB)

ED 003 219 56

VIDEO TAPE RECORDINGS IN COUNSELING PRACTICUM.
BY- POLING, E. GRODON
SOUTH DAKOTA UNIV., VERMILLION
REPORT NUMBER NDEA-VIIA-1235 PUB DATE 65
GRANT OEG-7-31-0140-246
EDRS PRICE MF-$0.18 HC-$3.32 83P.

DESCRIPTORS- *COUNSELING, *COUNSELOR TRAINING, *RATING SCALES, *VIDEO TAPE RECORDINGS, GUIDANCE, SOUTH DAKOTA, VERMILLION, VTR ENVIRONMENTAL RATING SCALE,

RESEARCH WAS CONDUCTED TO DETERMINE THE MOST EFFECTIVE AND REALISTIC ENVIRONMENTAL SETTING FOR VIDEO TAPE RECORDING (VTR) OF COUNSELING INTERVIEWS. AN EVALUATION OF THE USE OF THE VTR'S IN CRITIQUE SITUATIONS WITH COUNSELOR CANDIDATES WAS ALSO ACCOMPLISHED. VTR COUNSELING SESSIONS WERE CONDUCTED IN A REGULAR COUNSELING CUBICLE, IN A SIMULATED COUNSELING CUBICLE, AND IN AN OPEN SETTING. A VTR ENVIRONMENTAL RATING SCALE WAS USED TO ASSESS COUNSELOR/COUNSELEE REACTIONS TO EACH OF THESE INTERVIEW ENVIRONMENTS. VTR COUNSELING CRITIQUE

SESSIONS CONSISTED OF INDIVIDUAL CRITIQUES, SMALL GROUP CRITIQUES, AND LARGE GROUP CRITIQUES. AN INTERVIEW RATING FORM AND SUBJECTIVE EVALUATIONS OF THE THREE CRITIQUE METHODS PROVIDED THE DATA AND INFORMATION FOR DETERMINING THE MOST EFFECTIVE CRITIQUE SITUATIONS UTILIZING VTR. (WB)

ED 003 220 56

USING SIMULATION TECHNIQUES TO CHANGE ATTITUDES OF EDUCATION MAJORS TOWARD PROFESSIONAL COURSE OBJECTIVES.
BY- BOND, JACK H.
OREGON STATE SYSTEM OF HIGHER EDUCATION, MONMOUTH
REPORT NUMBER NDEA-VIIA-1247 PUB DATE 30 JUL 65
REPORT NUMBER R-40
GRANT OEG-7-47-0000-239
EDRS PRICE MF-$0.09 HC-$1.72 43P.

DESCRIPTORS- #CHANGING ATTITUDES, #COLLEGE STUDENTS, #EDUCATION MAJORS, #EDUCATIONAL PSYCHOLOGY, #PROFESSIONAL EDUCATION, #SIMULATION, #STUDENT ATTITUDES, MONMOUTH, OREGON, TEACHER EDUCATION, TEACHERS COLLEGES,

THE PURPOSE WAS TO DETERMINE THE EFFECTS OF CLASSROOM SIMULATION ON THE ATTITUDES OF EDUCATION MAJORS TOWARD TOPICS IN EDUCATIONAL PSYCHOLOGY. EXPERIMENT 1 SOUGHT TO DETERMINE THE MAGNITUDE OF ATTITUDE CHANGE AS A RESULT OF SIMULATED EXPERIENCES. EXPERIMENT 2 REPEATED THE FIRST EXPERIMENT USING A REFINEMENT OF THE ATTITUDE INSTRUMENTATION AND TESTED THE RESULTS OF ATTITUDE CHANGE ON STUDENTS SCORING LOW ON A PRETEST OF ATTITUDE. THE EXPERIMENTAL GROUP CONSISTED OF 20 STUDENTS. THE CONTROL GROUP CONSISTED OF 15 STUDENTS. SUBJECTS IN THE EXPERIMENTAL GROUP WERE TRAINED 1 HOUR A DAY PER WEEK FOR 5 WEEKS. A VARIETY OF PROBLEM SEQUENCES WERE EMPLOYED TO TEACH A SPECIFIC PRINCIPLE OR SKILL. EACH SEQUENCE WAS USED REPEATEDLY UNTIL THE TESTEE ACHIEVED THE ESTABLISHED LEVEL OF PERFORMANCE. AFTER EACH PRESENTATION OF THE PROBLEM AND FEEDBACK SEQUENCE, THE EXPERIMENTER AND THE TESTEE DISCUSSED THE EXPERIENCE IN PREPARATION FOR THE NEXT EXPERIENCE. THE TESTEE WAS FORCED TO RELY HEAVILY ON THE FEEDBACK SEQUENCES AND THE SUPPORTING REWARDS. THE SEMANTIC DIFFERENTIAL SCALES WERE ADMINISTERED TO ALL ENROLLED. ONE WEEK LATER, AFTER ALL EXPERIMENTAL SUBJECTS HAD SPENT AN HOUR IN THE CLASSROOM SIMULATOR, THE FIRST POST-TEST WAS ADMINISTERED. FOUR WEEKS LATER THE FINAL POST-TEST WAS ADMINISTERED AFTER THE PROBLEM EPISODES HAD BEEN COMPLETED. SCORING WAS ACCOMPLISHED BY RATING EACH BIPOLAR ADJECTIVE SCALE AS ZERO FOR THE MOST POSITIVE MARK AND SIX FOR THE MOST NEGATIVE. POSITIVE ATTITUDES WERE INDICATED BY THE TOTAL SCORES APPROACHING ZERO. THERE WERE NO SIGNIFICANT DIFFERENCES BETWEEN THE TREATMENT GROUPS. FINDINGS WERE NOT SUFFICIENTLY CONCLUSIVE, BUT EXPERIMENT 1 SHOWED A TREND TOWARD POSITIVE CHANGE WHEN USING SIMULATED EXPERIENCES. (HD)

ED 003 221 56

AUDIOSIMULATION IN COUNSELOR TRAINING.
BY- BEAIRD, JAMES H. STANDISH, JOHN T.
OREGON STATE SYSTEM OF HIGHER EDUCATION, MONMOUTH
REPORT NUMBER NDEA-VIIA-1245 PUB DATE 31 DEC 64
REPORT NUMBER R-34
GRANT OEG-7-47-0000-235
EDRS PRICE MF-$0.09 HC-$2.12 53P.

DESCRIPTORS- #COGNITIVE PROCESSES, #COUNSELOR TRAINING, #INTERVIEWS, #SIMULATION, COUNSELORS, EXPERIMENTAL PROGRAMS, GUIDANCE, MONMOUTH, OREGON, ROLE PLAYING, VERBAL COMMUNICATION,

THE PROJECT DESCRIBED IN THIS REPORT WAS DESIGNED TO PROVIDE EVIDENCE OF THE EFFECTIVENESS OF A COUNSELOR TRAINING EXPERIENCE WHICH UTILIZED A SIMULATED COUNSELING INTERVIEW AS THE INSTRUCTIONAL VEHICLE. THE TRAINING EXPERIENCE WAS DESIGNED TO TRAIN COUNSELORS (1) TO DISCRIMINATE BETWEEN COGNITIVE AND AFFECTIVE ELEMENTS OF CLIENT VERBALIZATIONS AND (2) TO RESPOND TO THE VERBALIZATIONS IN WAYS THAT WOULD FACILITATE FURTHER AFFECTIVE VERBALIZATIONS BY THE CLIENT. SUBJECTS WERE ASSIGNED TO EXPERIMENTAL AND CONTROL GROUPS. DURING A TRAINING PERIOD, THE EXPERIMENTAL GROUP RECEIVED 2 HOURS OF INDIVIDUAL INSTRUCTION WITH THE SIMULATED INTERVIEW. AFTER TRAINING, ALL SUBJECTS WERE REQUIRED TO COUNSEL A ROLE-PLAYING CLIENT. ANALYSIS OF RECORDED DATA REVEALED THAT (1) SUBJECTS IN THE EXPERIMENTAL GROUP DEMONSTRATED A SIGNIFICANT GAIN IN THEIR PERFORMANCE FROM PRETRAINING TO POST-TRAINING INTERVIEW, (2) SUBJECTS IN THE CONTROL GROUP DEMONSTRATED A SMALL AND NONSIGNIFICANT DECREASE IN THEIR PERFORMANCE, (3) SUBJECTS IN THE EXPERIMENTAL GROUP SHOWED SIGNIFICANTLY MORE GAIN THAN SUBJECTS IN THE CONTROL GROUP, AND (4) WHEN AN ATTEMPT TO CONTROL PERFORMANCE IN THE PRETRAINING INTERVIEW SETTING WAS MADE, THERE WAS A SIGNIFICANT DIFFERENCE BETWEEN EXPERIMENTAL AND CONTROL GROUPS IN POST-TRAINING INTERVIEW PERFORMANCE. THESE FINDINGS SUGGESTED THAT TRAINING IN THE SIMULATED INTERVIEW SETTING RESULTED IN SIGNIFICANT CHANGES IN SPECIFIC ASPECTS OF COUNSELOR TRAINEES' INTERVIEW BEHAVIOR. (WB)

ED 003 222 56

STUDIES IN THE UTILIZATION OF TELEVISION IN THE SCHOOLS, A FURTHER ANALYSIS OF DATA COLLECTED FOR THE NEW YORK STATE REGENTS EDUCATIONAL TELEVISION PROJECT.
BY- JAFFE, ABRAM HENSHAW, STANLEY
COLUMBIA UNIV., NEW YORK, BUR. OF APP. SOC. RES.
REPORT NUMBER NDEA-VIIA-1188 PUB DATE AUG 65
GRANT OEG-7-42-0280-224
EDRS PRICE MF-$0.18 HC-$2.92 73P.

DESCRIPTORS- #EDUCATIONAL TELEVISION, #REGIONAL PROGRAMS, #SCHOOL SYSTEMS, #TEACHING TECHNIQUES, BROADCAST TELEVISION, CLASSROOM TECHNIQUES, COMMUNITY SUPPORT, ELEMENTARY SCHOOL STUDENTS, NEW YORK, NEW YORK CITY, TEACHER SHORTAGE, TELEVISED INSTRUCTION,

ADDITIONAL ANALYSES OF DATA COLLECTED IN AN EARLIER STUDY CONCERNING A 4-YEAR HISTORY OF EDUCATIONAL TELEVISION IN DIVERSE SCHOOL SYSTEMS WITHIN 3 STATES IS REPORTED. THE RESULTS HAVE BEEN PUBLISHED IN THE MONOGRAPH "UTILIZATION OF THE REGENTS EDUCATIONAL TELEVISION BROADCAST PROGRAMS." THE PRESENT REPORT IS IN TWO SECTIONS--(1) SOME STRUCTURAL ASPECTS OF TELEVISION IN ELEMENTARY SCHOOLS, AND (2) THE CLASSROOM USE OF TELEVISION ON ELEMENTARY SCHOOLS IN THE NEW YORK AREA IN RELATION TO CERTAIN SOCIAL, ECONOMIC, AND DEMOGRAPHIC ATTRIBUTES OF SCHOOL DISTRICTS. IN SECTION 1, THE MAJOR FINDING REPORTED WAS THAT THE PRESENCE OR ABSENCE OF A TELEVISION COORDINATOR DOES NOT MAKE ANY CONSISTENT DIFFERENCE IN THE UTILIZATION OF OR SATISFACTION WITH CLASSROOM TELEVISION. IN SECTION 2, THE MAJOR FINDINGS REPORTED WERE--(1) THE RATIO OF TV SETS TO TEACHERS AND

PUPILS WAS HIGHLY RELATED TO THE NUMBER OF PROGRAMS REGULARLY VIEWED, (2) THE NUMBER OF SETS POSSESSED BY A SCHOOL WAS RELATED TO THE WEALTH OF THE COMMUNITY, AND (3) THE USE OF TV SETS WAS NOT BEING INCORPORATED TO OVERCOME TEACHER SHORTAGES. (JC)

ED 003 223 56

TEACHING ENGINEERING DESIGN, A STUDY OF JOBSHOP.
BY- ENTWISLE, DORIS R. HUGGINS, W.H.
JOHNS HOPKINS UNIV., BALTIMORE, MD.
REPORT NUMBER NDEA-VIIA-1165 PUB DATE 65
GRANT OEG-7-30-0141-231
EDRS PRICE MF-$0.54 HC-$13.84 346P.

DESCRIPTORS- *COMPUTER ORIENTED PROGRAMS, *COMPUTER PROGRAMS, *ENGINEERING, *PSYCHOLOGICAL STUDIES, *SIMULATION, BALTIMORE, ELECTRONICS, HOMEWOOD JOBSHOP PROGRAM, MARYLAND, SIMULATED ENVIRONMENT, STUDENT PROJECTS,

THE USE OF A COMPUTER PROGRAM BY ENGINEERING STUDENTS TO SIMULATE A JOB SHOP THAT MANUFACTURES ELECTRONIC DEVICES HAS INDICATED THAT SIMULATION METHODS OFFER REALISTIC ASSISTANCE IN TEACHING. EACH STUDENT IN THE STUDY SUBMITTED SPECIFICATIONS FOR A CIRCUIT DESIGN AND, FROM THE COMPUTER, RECEIVED PERFORMANCE ASSESSMENTS OF THE CIRCUIT WHICH RESEMBLED THE INFORMATION AVAILABLE FROM THE ACTUAL BUILDING OF A DEVICE. SIMPLE PROCEDURES REQUIRING NO COMPUTER PROGRAM BACKGROUND WERE DEVELOPED FOR THE "HOMEWOOD JOBSHOP" PROGRAM. IN 9 WEEKS, STUDENTS WHO KNEW VERY LITTLE CIRCUITRY WERE ABLE TO SOLVE SUCCESSFULLY PROBLEMS OF SUFFICIENT COMPLEXITY TO CHALLENGE EXPERIENCED DESIGNERS. PSYCHOLOGICAL STUDIES RELATED TO LEARNING WERE CONDUCTED WHILE THIS RESEARCH WAS IN PROGRESS. (JM)

ED 003 224 56

THE EFFECTS OF SELECTED FILM AND COUNSELING EXPERIENCES ON CAPABLE GIRLS' ATTITUDES TOWARD COLLEGE.
BY- SULLIVAN, HOWARD J.
OREGON STATE SYSTEM OF HIGHER EDUCATION, MONMOUTH
REPORT NUMBER NDEA-VIIA-1159 PUB DATE 30 SEP 64
REPORT NUMBER R-31
GRANT OEG-7-47-0000-226
EDRS PRICE MF-$0.09 HC-$2.32 58P.

DESCRIPTORS- *ABLE STUDENTS, *COUNSELING, *FEMALES, *FILMS, *SENIOR HIGH SCHOOLS, CHANGING ATTITUDES, COLLEGE PLANNING, DROPOUT ATTITUDES, EDUCATIONAL COUNSELING, GROUP COUNSELING, INDIVIDUAL COUNSELING, MONMOUTH, OREGON, STUDENT ATTITUDES,

A SAMPLE OF APPROXIMATELY 200 HIGH-ABILITY GIRLS WHO INDICATED THAT THEY WERE UNLIKELY TO ATTEND COLLEGE, WERE SCREENED FROM APPROXIMATELY 2,000 SENIOR GIRLS IN 8 HIGH SCHOOLS. THE EXPERIMENTAL TREATMENTS EMPLOYED WERE (1) A COUNSELING INTERVIEW, (2) AN INTERVIEW PLUS THE SHOWING OF A FILM DESIGNED TO CHANGE ATTITUDES TOWARD COLLEGE, AND (3) TWO SHOWINGS OF THE FILM. SEVERAL VARIATIONS OF THE TREATMENT GROUPS WERE MADE, AND A NO-TREATMENT CONTROL GROUP WAS SELECTED. CRITERION MEASURES CONSISTED OF (1) ATTITUDES TOWARD COLLEGE, AS ASSESSED BY A QUESTIONNAIRE, AND (2) APPLICATIONS FOR ADMISSION FOLLOWING THE TREATMENT PHASE. IT WAS DISCOVERED THAT--(1) GIRLS WHO INDICATED THAT LACK OF MONEY WAS THEIR PRIMARY DETERRENT WERE MORE FAVORABLE IN ATTITUDE THAN THOSE WHO INDICATED THAT MOTIVATIONAL FACTORS WERE THE CHIEF OBSTACLE, AND APPLIED FOR COLLEGE IN GREATER NUMBERS, AND (2) GIRLS WITH LOW-MOTIVATION WHO SAW THE FILM AND WERE INDIVIDUALLY COUNSELED SCORED GREATER ON THE ATTITUDE SCALE THAN THOSE WHO WERE GROUP-COUNSELED. ACTUAL APPLICATIONS FOR ADMISSION WERE NOT SIGNIFICANTLY DIFFERENT. IMPLICATIONS ARE DISCUSSED, ALONG WITH OTHER FINDINGS. (JC)

ED 003 225 56

LEVEL OF ANXIETY AND PRESENCE OR ABSENCE OF FEEDBACK IN PROGRAMED INSTRUCTION.
BY- CAMPEAU, PEGGIE L.
AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES
REPORT NUMBER NDEA-VIIA-1155 PUB DATE FEB 65
REPORT NUMBER AIR-D96-2/65-FR
GRANT OEG-7-48-7670-229
EDRS PRICE MF-$0.09 HC-$1.64 41P.

DESCRIPTORS- *ANXIETY, *FEEDBACK, *PROGRAMED INSTRUCTION, *SEX DIFFERENCES, CALIFORNIA, EDUCATIONAL EXPERIMENTS, GRADE 5, LEARNING PROCESSES, PALO ALTO, RETENTION, TEST ANXIETY SCALE FOR CHILDREN (TASC),

THE EXPERIMENT DESCRIBED IN THIS REPORT INVESTIGATED THE EFFECTS UPON CRITERION PERFORMANCE OF THE LEARNER'S TEST-ANXIETY LEVEL AND THE PRESENCE OR ABSENCE OF FEEDBACK IN PROGRAMED INSTRUCTION. FOUR EXPERIMENTAL HYPOTHESES WERE TESTED DURING THE PROJECT. THE PROCEDURE EMPLOYED IDENTIFIED EXTREME GROUPS ON A MEASURE OF TEST ANXIETY, AND THEN ASSIGNED INDIVIDUALS AT EACH EXTREME TO FEEDBACK OR NO-FEEDBACK VERSIONS OF A PROGRAMED INSTRUCTION LESSON ON EARTH-SUN RELATIONSHIPS. FIFTH-GRADE SUBJECTS WERE SELECTED FOR PARTICIPATION ON THE BASIS OF HIGH AND LOW SCORES ON THE TEST ANXIETY SCALE FOR CHILDREN (TASC). A LEARNING PROGRAM, AN IMMEDIATE RETENTION TEST, AND A DELAYED RETENTION TEST WERE ADMINISTERED. FOR GIRLS, THE ANXIETY-BY-FEEDBACK INTERACTION WAS SIGNIFICANT FOR BOTH IMMEDIATE AND DELAYED RETENTION. FOR BOYS, NO SIGNIFICANT RELATIONSHIPS WERE FOUND. THE IMPLICATION OF THIS FINDING TO CURRENT CLASSROOM PRACTICES IS THAT HIGH-ANXIOUS GIRLS NEED FEEDBACK EITHER BY PROGRAMED INSTRUCTION OR OTHER MEANS IF THE GAP BETWEEN PERFORMANCE AND POTENTIAL IS TO BE NARROWED. THE DATA ALSO SUGGEST THAT LOW-ANXIOUS GIRLS WOULD PROFIT FROM LEARNING CONDITIONS WHERE MOTIVATION IS KEPT HIGH, PERHAPS THROUGH A DELIBERATE WITHHOLDING OF FEEDBACK. (WB)

ED 003 226 56

A STUDY OF THE RELATIVE EFFECTIVENESS IN TEACHING A MANIPULATIVE SKILL--A MULTIMEDIA TEACHING PROGRAM VERSUS CLASSROOM DEMONSTRATION WITH PRINTED INSTRUCTION SHEETS.
BY- SHEMICK, JOHN M.
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
REPORT NUMBER NDEA-VIIA-1157 PUB DATE 15 OCT 64
GRANT OEG-7-48-0720-225
EDRS PRICE MF-$0.09 HC-$1.68 42P.

DESCRIPTORS- *COLLEGE STUDENTS, *CONVENTIONAL INSTRUCTION, *INDUSTRIAL ARTS, *PROGRAMED INSTRUCTION, AUDIOVISUAL AIDS, AUDIOVISUAL INSTRUCTIONS, COMPARATIVE ANALYSIS, PENNSYLVANIA, UNIVERSITY PARK,

THE PROBLEM WAS TO DETERMINE THE EFFECTIVENESS OF AN

INDUSTRIAL ARTS PROGRAM PRESENTED TO COLLEGE-LEVEL LEARNERS, USING A MULTISTIMULI TEACHING MACHINE FOR TEACHING METAL SPINNING. IT WAS HYPOTHESIZED THAT INDUSTRIAL ARTS STUDENTS, WHEN PRESENTED A PROGRAM OF INSTRUCTION VIA A MULTIMEDIA DEVICE, WOULD ACHIEVE THE SAME DEGREE OF METAL SPINNING SKILL (AS MEASURED BY TASK COMPLETION TIME, AMOUNT OF METAL USED, AND CRAFTSMANSHIP QUALITY) AS SIMILAR STUDENTS TAUGHT BY A TRADITIONAL METHOD OF GROUP DEMONSTRATION, PRINTED INSTRUCTION SHEETS, AND A LIMITED AMOUNT OF INDIVIDUAL INSTRUCTION. PROGRAMED MATERIALS WERE PREPARED BY ANALYZING THE TASK OF SPINNING A FLARED ALUMINUM, ROLLED-EDGE BOWL. THE SUBJECTS WERE 20 METAL CRAFTS STUDENTS. TEN STUDENTS (CONTROL) RECEIVED THE TRADITIONAL DEMONSTRATION AND PRINTED INSTRUCTION SHEETS. THE OTHERS (EXPERIMENTAL) RECEIVED TOTAL INSTRUCTION VIA THE MULTIMEDIA DEVICE. BOTH GROUPS WERE OBSERVED ON THEIR METAL SPINNING TASK AS TO TIME CONSUMED (IN MINUTES), NUMBER OF TRIALS, AND INSTANCES OF SOLICITED ASSISTANCE. THE COMPLETED ALUMINUM BOWLS WERE THEN RATED ON QUALITIES OF FAITHFULNESS OF PROFILE, SMOOTHNESS OF SURFACE, AND NEATNESS OF ROLLED EDGE. AN ANALYSIS OF VARIANCE REVEALED THAT THE CONTROL GROUP CONSUMED SIGNIFICANTLY LESS TASK TIME THAN DID THE EXPERIMENTAL GROUP. IN ADDITION, THE CONTROL GROUP PREPARED HIGHER QUALITY BOWLS, BUT NOT SIGNIFICANTLY SO. TEACHING VIA THE MULTIMEDIA DEVICE CONSUMED MUCH MORE STUDENT TIME, BUT SIGNIFICANTLY LESS TEACHER TIME. (HB)

ED 003 227 56

CHANGES IN ATTITUDES DURING LEARNING. THE RELATIONSHIP OF NEW EDUCATIONAL MEDIA TO NONINTELLECTIVE FACTORS IN LEARNING, PHASE 2.
BY- NEIDT, CHARLES O.
COLORADO STATE UNIV., FT. COLLINS
REPORT NUMBER NDEA-VIIA-C-1139 PUB DATE 15 DEC 64
CONTRACT OEC-4-20-001
EDRS PRICE MF-$0.27 HC-$6.88 172P.

DESCRIPTORS- *AUDIOLINGUAL METHODS, *CHANGING ATTITUDES, *LEARNING PROCESSES, *MEDIA RESEARCH, *STUDENT ATTITUDES, *TEAM TEACHING, ATTITUDES, COLORADO, EDUCATIONAL TELEVISION, FORT COLLINS, PROGRAM INSTRUCTION, SECONDARY SCHOOLS,

PROCEDURES WERE DEVELOPED TO MEASURE LONGITUDINAL CHANGES IN ATTITUDES TOWARD FORMAL LEARNING EXPERIENCES INVOLVING VARIOUS INSTRUCTIONAL MEDIA. THE ATTITUDES INVESTIGATED WERE--(1) ATTITUDE TOWARD METHODS OF INSTRUCTION EMPLOYED IN THE LEARNING SITUATION, (2) ATTITUDE TOWARD EXPECTATION FULFILLMENT, (3) ATTITUDE TOWARD SUBJECT MATTER CONTENT STUDIED, AND (4) OVERALL ATTITUDE AS REPRESENTED BY A COMPOSITE OF THE FOREGOING. FIVE PARALLEL FORMS OF A 26-ITEM SCALE MEASURING ATTITUDES TOWARD METHOD, EXPECTATION, AND CONTENT WERE DEVELOPED FOR ADMINISTRATION IN A VARIETY OF MEDIA SITUATIONS. THE SCORES AND SUBSCORES FOR 3,049 LEARNERS IN 72 SITUATIONS WERE CLASSIFIED INTO 11 MEDIA GROUPS. IT WAS CONCLUDED THAT IT IS POSSIBLE TO IDENTIFY MEASURABLE TRENDS IN LEARNER ATTITUDES TOWARD THE LEARNING SITUATION THROUGHOUT A VARIETY OF SITUATIONS INVOLVING DIFFERENT INSTRUCTIONAL MEDIA. (HB)

ED 003 228 56

THE EFFECTS OF VERBAL CUES ON TRANSFER OF TRAINING.
BY- WITTROCK, M. C.
CALIFORNIA UNIV., LOS ANGELES
REPORT NUMBER NDEA-VIIA-1107 PUB DATE 65
GRANT OEG-7-14-1430-205
EDRS PRICE MF-$0.27 HC-$7.36 184P.

DESCRIPTORS- *FEEDBACK, *PROMPTING, *TRANSFER OF TRAINING, *VERBAL LEARNING, ATTITUDES, CALIFORNIA, CLASSROOM TECHNIQUES, LEARNING PROCESSES, LOS ANGELES, MOTIVATION, PERFORMANCE, RETENTION, SECONDARY SCHOOL STUDENTS,

FOUR EXPERIMENTS WERE CONDUCTED TO STUDY EFFECTS OF VERBAL CUES ON LEARNING RETENTION AND TRANSFER. CUES INCLUDED RULES AND ANSWERS PROVIDED BEFORE RESPONDING AND RULES AND ANSWERS PROVIDED AS FEEDBACK. THE FIRST EXPERIMENT INVOLVED SECONDARY SCHOOL STUDENTS WHO USED RULE AND ANSWER PROMPTS. THE SECOND EXPERIMENT CONSIDERED PROMPTS AND FEEDBACK. THE THIRD AND FOURTH EXPERIMENTS WERE PARALLEL WITH THE FIRST TWO BUT INVOLVED COLLEGE STUDENTS. MOTIVATION AND THE EFFECTIVITY OF TREATMENT WERE STUDIED IN ALL EXPERIMENTS. THE DEPENDENT VARIABLES WERE SCORES ON A TEST WHICH REQUIRED DECODING OF CRYPTOGRAMS AND ANOTHER REQUIRING DERIVATION OF DECODING RULES. NO SUBJECT IN EITHER GROUP TOOK BOTH TESTS. THE HYPOTHESIS THAT SPECIFICATION OF RULES AND ANSWERS WILL INCREASE PERFORMANCE AND PERFORMANCE TRANSFER WAS SUPPORTED BY THE FIRST EXPERIMENT AND PARTIALLY BY THE SECOND EXPERIMENT. ANSWERS USED AS FEEDBACK DID NOT PRODUCE INCREASED PERFORMANCE. THE HYPOTHESIS THAT RULE FEEDBACK WOULD BE INFERIOR TO ANSWER FEEDBACK WAS NOT SUPPORTED. FEEDBACK WHICH INCLUDED CORRECT ANSWERS INCREASED LEARNING ONLY IF THE ANSWERS WERE NOT PROVIDED AS PROMPTS. RESULTS OF THE THIRD AND FOURTH EXPERIMENTS SUPPORTED RESULTS OF EXPERIMENTS ONE AND TWO. (WN)

ED 003 229 56

METHODS OF DETERMINING PUPIL READINESS FOR SPECIFIC UNITS OF INSTRUCTION PRESENTED THROUGH SIMULATED ENVIRONMENT MEDIA.
BY- PLUMPTON, RUSSEL A.
BOARD OF COOPERATIVE EDUCATIONAL SERVICES
REPORT NUMBER NDEA-VIIA-1104 PUB DATE 30 JUN 64
GRANT OEG-7-42-0000-209
EDRS PRICE MF-$0.09 HC-$0.96 24P.

DESCRIPTORS- *INDIVIDUAL INSTRUCTION, *LEARNING READINESS, *READINESS (MENTAL), *SIMULATED ENVIRONMENT, BEDFORD HILLS, NEW JERSEY, SELECTION, STANDARDS,

THE METHODS FOR DETERMINING PUPIL READINESS WERE STUDIED TO DEVELOP CRITERIA FOR PUPIL PARTICIPATION IN SIMULATED ENVIRONMENT LEARNING UNITS. THE LEARNING UNITS WERE SUBPROJECTS OF COOPERATIVE RESEARCH PROJECT NUMBER 1948 (ED 003 024). EACH OF THREE UNITS IN THE PROJECT WAS EXAMINED FOR PUPIL READINESS. TEST BATTERIES WERE ASSEMBLED AND ADMINISTERED TO EXPERIMENTAL SUBJECTS TO ESTABLISH CUT-OFF SCORES FOR THE INDIVIDUALIZED INSTRUCTION CONDITIONS. (WN)

ED 003 230 56

IPR--INTERPERSONAL PROCESS RECALL, STIMULATED RECALL BY VIDEOTAPE IN EXPLORATORY STUDIES OF COUNSELING AND TEACHING-LEARNING.
BY- KAGAN, NORMAN AND OTHERS
MICHIGAN ST. UNIV., EAST LANSING,COLL. OF EDUC.
REPORT NUMBER NDEA-VIIA-1100 PUB DATE MAR 65
REPORT NUMBER ER-24

GRANT OEG-7-32-0410-216
EDRS PRICE HF-$0.63 HC-$18.40 460P.

DESCRIPTORS- *COLLEGE STUDENTS, *COUNSELOR TRAINING, *INTERVIEWS, *STUDENT TEACHER RELATIONSHIP, *TEACHING METHODS, *TELEVISION, *VIDEO TAPE RECORDINGS, EAST LANSING, INTERPERSONAL PROCESS RECALL (IPR), MICHIGAN,

THE DEVELOPMENT AND TRYOUT OF AN INTERPERSONAL PROCESS RECALL (IPR) TECHNIQUE FOR PROBING MORE DEEPLY INTO MAN'S THOUGHTS AND FEELINGS AS HE INTERACTS WITH OTHERS WAS THE PURPOSE OF THE STUDY. THE IPR TECHNIQUE INVOLVES THE VIDEOTAPING OF AN INTERACTION, USUALLY INVOLVING TWO PERSONS, IN A SPECIALLY DESIGNED STUDIO. THE VIDEOTAPE IS THEN REPLAYED IN A RECALL INTERVIEW WHEREIN PARTICIPANTS ARE ABLE TO RELIVE THEIR EXPERIENCE. THEY ARE AIDED IN THE INTERACTION BY A TRAINED RECALL INTERVIEWER. THE USE OF IPR WAS STUDIED IN SEVERAL CONTEXTS--(1) COUNSELOR EDUCATION, (2) INTERPRETATION OF NONVERBAL BEHAVIOR, (3) TEACHING-LEARNING, (4) ACCELERATION OF CLIENT PROGRESS, AND (5) THE MEASUREMENT OF AFFECTIVE SENSITIVITY. RESULTS FROM THE COUNSELOR EDUCATION STUDY DETERMINED NO SIGNIFICANT DIFFERENCES AMONG THREE SEPARATE TREATMENTS. RESULTS FROM THE NONVERBAL STUDY LED TO THE DEVELOPMENT OF A TYPOLOGY OF NONVERBAL BEHAVIORS. THE TYPOLOGY NAMED SIX BEHAVIORS ACCORDING TO THEIR FUNCTION--(1) EMPHASIS, (2) FACILITATION, (3) PORTRAYAL, (4) AFFECT DEMONSTRATION, (5) REVELATION-AWARE, AND (6) REVELATION-UNAWARE. THE RESULTS OF THE TEACHING-LEARNING PROCESSES CONCERNED THREE SEPARATE STUDIES WHICH CONFIRMED POSTULATED LEARNING STRATEGIES AND ALSO YIELDED INFORMATION ON NOTETAKING BEHAVIOR, ATTENTION, AND AFFECTIVE RESPONSES TO LEARNING SITUATIONS. RESULTS OF THE CLIENT PROGRESS IN COUNSELING STUDY SUGGESTED THAT PROGRESS IN COUNSELING AND THE EFFECT OF IPR CAN BE USED TO HELP CLIENTS PROGRESS IN COUNSELING. (HB)

ED 003 231 56

IMMEDIATE STANDARDIZED LEARNING REINFORCEMENT TO A COMPLEX MENTAL-MOTOR SKILL (DRIVER TRAINING) USING ELECTRONICALLY-COORDINATED MOTION PICTURES.
BY- PORTER, DAVID L. AND OTHERS
HARRISBURG SCHOOL DISTRICT, PA.
REPORT NUMBER NDEA-VIIA-1090 PUB DATE 65
PENNSYLVANIA STATE DEPT.OF PUB. INSTR., HARRISBURG
GRANT OEG-7-48-0000-210
EDRS PRICE MF-$0.09 HC-$1.68 42P.

DESCRIPTORS- *DRIVER EDUCATION, *FEEDBACK, *FILMS, *PSYCHOMOTOR SKILLS, *SIMULATORS, *STUDENT ATTITUDES, ELECTRONIC EQUIPMENT, HARRISBURG, HIGH SCHOOL STUDENTS, INSTRUCTIONAL FILMS, INTEGRATED ACTIVITIES, PENNSYLVANIA, STUDENT REACTION, TEACHING METHODS, TEACHING PROCEDURES, TEACHING TECHNIQUES,

THE EDUCATIONAL EFFECTS OF A MULTISTATION, MOTION PICTURE, ELECTRONIC DRIVING SIMULATOR WERE STUDIED. THE SIMULATOR PROVIDED IMMEDIATE KNOWLEDGE OF RESULTS (FEEDBACK) USEFUL FOR ADJUSTING STUDENT DRIVING BEHAVIORS. THE STUDY INCLUDED 400 HIGH SCHOOL STUDENTS, RANDOMLY ASSIGNED TO EITHER AN EXPERIMENTAL OR A CONTROL GROUP. FOUR INSTRUCTORS TAUGHT 50 STUDENTS EACH IN THE EXPERIMENTAL GROUP AND IN THE CONTROL GROUP. EXPERIMENTAL SESSIONS WERE SUBDIVIDED INTO TWO APPROACHES--(1) NONINTEGRATED, IN WHICH ALL SIMULATED INSTRUCTION WAS COMPLETED BEFORE THE DUAL-CONTROL CAR LESSONS BEGAN, AND (2) INTEGRATED, IN WHICH THE SIMULATOR AND DUAL-CONTROL CAR LESSONS WERE INTERWOVEN. THE CONTROL SESSIONS OFFERED NO SIMULATOR TRAINING. PRECOURSE TESTS WERE USED TO ASSESS INTELLIGENCE, ATTITUDES, AND DRIVING KNOWLEDGE. THE DRIVING KNOWLEDGE AND ATTITUDE INSTRUMENTS WERE ADMINISTERED AGAIN AT COURSE END. INTEGRATED PROCEDURES WERE SIGNIFICANTLY BETTER FOR PREPARING STUDENTS FOR FINAL DUAL-CONTROL CAR TRAINING. THERE WERE NO SIGNIFICANT DIFFERENCES ON TESTS FOR STATE DRIVERS LICENSES OR ON FOLLOWUP TRAFFIC ACCIDENT OBSERVATIONS. ATTITUDES ESTABLISHED WITH THE INTEGRATED PROCEDURE WERE NOT SIGNIFICANTLY DIFFERENT FROM THOSE ESTABLISHED WITH NONINTEGRATED OR CONTROL PROCEDURES. FINDINGS WERE TABULATED AND PRESENTED WITH CONCLUSIONS AND IMPLICATIONS FOR EDUCATION AND RESEARCH. (WN)

ED 003 232 56

A COMPARISON BETWEEN DIFFERENT STIMULI COMBINED WITH TWO METHODS FOR PROVIDING KNOWLEDGE OF RESULTS IN MUSIC INSTRUCTION.
BY- SPOHN, CHARLES L.
OHIO STATE UNIV., COLUMBUS, RESEARCH FOUNDATION
REPORT NUMBER NDEA-VIIA-1088 PUB DATE 65
REPORT NUMBER RF-1677
GRANT OEG-7-45-0430-214
EDRS PRICE MF-$0.36 HC-$9.24 231P.

DESCRIPTORS- *EXPERIMENTAL TEACHING, *LEARNING, *MUSIC EDUCATION, *MUSIC TECHNIQUES, *PROGRAMED INSTRUCTION, *TAPE RECORDINGS, AUDIOVISUAL INSTRUCTION, COLLEGE STUDENTS, COLUMBUS, COMPARATIVE ANALYSIS, OHIO,

FOUR EXPERIMENTS WERE CONDUCTED TO STUDY THE EFFECTIVENESS OF DIFFERENT METHODS FOR TEACHING MUSIC. VARIOUS MUSIC STIMULUS MATERIALS WERE COMBINED, AND INSTRUCTION WAS OFFERED IN RHYTHM, INTERVALS, TONE GROUPS, AND MELODIES. THESE WERE PRESENTED ON MAGNETIC TAPE TO UNIVERSITY STUDENTS IN A UNIFORM AND CONSISTENT MANNER. ANALYSIS WAS MADE OF A NUMBER OF VARIABLES. IT WAS DETERMINED THAT ONE METHOD WAS EQUALLY AS EFFECTIVE AS ANOTHER FOR LEARNING. THERE WERE ALSO INDICATIONS THAT BACKGROUND FACTORS AFFECT STUDENTS' LEARNING. RECOMMENDATIONS SUGGESTED FURTHER RESEARCH IN THIS FIELD TO INVESTIGATE INDIVIDUAL DIFFERENCES TO DETERMINE THE MOST SUITABLE INSTRUCTION METHOD FOR LEARNING MUSIC. (RS)

ED 003 233 56

ESSAYS ON THE SOCIAL SYSTEMS OF EDUCATION.
BY- BIDDLE, BRUCE J. AND OTHERS
MISSOURI UNIV., COLUMBIA
REPORT NUMBER NDEA-VIIA-999 PUB DATE 65
CONTRACT OEC-2-20-004
EDRS PRICE MF-$0.63 HC-$16.84 421P.

DESCRIPTORS- *EDUCATIONAL PROBLEMS, *EDUCATIONAL SOCIOLOGY, *MASS MEDIA, *MEDIA RESEARCH, *SOCIAL STRUCTURE, COLUMBIA, ESSAYS, MISSOURI,

THIS IS A COLLECTION OF ESSAYS PRODUCED BY MEMBERS OF AN INTERDISCIPLINARY SEMINAR REPRESENTING THE VARIOUS BEHAVIORAL

SCIENCES. THE GROUP WAS GIVEN THE ASSIGNMENT OF CONCEPTUALIZING THE INFLUENCES OF MASS MEDIA UPON EDUCATION AS A SOCIAL INSTITUTION. THE SEMINAR WAS OF A YEAR'S DURATION AND WAS HELD AT THE UNIVERSITY OF MISSOURI. THE GROUP, IN ADDITION TO THE INDIVIDUAL ESSAYS, PRODUCED A SERIES OF PROPOSITIONS THAT MIGHT BE PUT TO EXPERIMENTAL TEST. THESE PAPERS WERE PREPARED TO STIMULATE RESEARCH INTO THE EFFECTS OF MASS MEDIA UPON EDUCATIONAL THEORY AND PRACTICE. (JK)

ED 003 234 56
NEW MEDIA FOR IMPROVEMENT OF ALGEBRA INSTRUCTION.
BY- CHURCH, JOHN G. AND OTHERS
STATE UNIV. OF N.Y., ALBANY
REPORT NUMBER NDEA-VIIA-283-3 PUB DATE JUN 64
GRANT OE6-7-30-044.00
EDRS PRICE MF-$0.63 HC-$17.64 441P.

DESCRIPTORS- *ALGEBRA, *AUDIOVISUAL INSTRUCTION, *PROGRAMED INSTRUCTION, *VISUAL LEARNING , ALBANY, AUDIOVISUAL AIDS, GRADE 9, INSTRUCTIONAL FILMS, INSTRUCTIONAL MATERIALS, NEW YORK, PROGRAM EVALUATION,

VISUAL AND AUDIOVISUAL MATERIALS WERE TESTED TO DETERMINE THEIR EFFECTIVENESS IN A 1-YEAR NINTH-GRADE ALGEBRA COURSE. TESTS WERE GIVEN TO AN EXPERIMENTAL AND A CONTROL CLASS AFTER EACH UNIT TO ASSESS LEARNING. IN ADDITION, EACH STUDENT USED A POTENTIOMETER TO INDICATE THE LEVEL OF LEARNING EACH MINUTE OF THE LESSONS. ELECTRICAL SUMMATION EQUIPMENT PROVIDED A LEARNING PROFILE OF THE CLASS DURING EACH LESSON. AN ATLAS OF PROFILES WAS PREPARED TO LOCATE STRONG OR WEAK LEARNING SEQUENCES DURING CLASS SESSIONS. IT WAS NOT POSSIBLE TO PRODUCE ANY SIGNIFICANT INCREASE IN LEARNING FROM THE COURSE. HOWEVER, LEARNING DID NOT DECREASE IN THE MANNER REPORTED IN SEVERAL OTHER STUDIES OF COURSES USING VISUAL MATERIALS. DATA WERE PRESENTED IN SUCH A MANNER THAT TEACHERS AND CURRICULUM DESIGNERS MIGHT OBTAIN SUGGESTIONS ABOUT AVAILABLE AUDIOVISUAL MATERIALS AND THEIR RELATIVE EFFECTIVENESS. (JM)

ED 003 235 56
TO TEST REFINEMENTS IN INTRINSIC PROGRAMING IN PICTORIAL, AUDIO, AND PERFORMANCE FRAMES TO MAXIMIZE THE PROBABILITY OF DESIRED TERMINAL BEHAVIOR.
BY- WENDT, PAUL R. AND OTHERS
SOUTHERN ILLINOIS UNIV., CARBONDALE
REPORT NUMBER NDEA-VIIA-979 PUB DATE 30 SEP 65
REPORT NUMBER BR-5-0823
GRANT OE6-7-23-0907-189
EDRS PRICE MF-$0.18 HC-$3.52 88P.

DESCRIPTORS- *AUDIOVISUAL INSTRUCTION, *COLLEGE STUDENTS, *LIBRARY INSTRUCTION, *PROGRAMED INSTRUCTION, *SIMULATION, *TEACHING MACHINES, ACADEMIC ACHIEVEMENT, CARBONDALE, COLLEGE INSTRUCTION, ILLINOIS, OPTIONAL BRANCHING,

A SERIES OF SEVEN STUDIES WAS CONDUCTED CONCERNING FACTORS IN BRANCHING (PROGRAMED INSTRUCTION), USING SIMULATION TECHNIQUES OF PICTORIAL OR AUDIO STIMULUS FRAMES AND OF PERFORMANCE RESPONSES. USING VARIATIONS OF THREE OF THE FOUR PROGRAMS ORIGINALLY WRITTEN TO INSTRUCT COLLEGE JUNIORS AND SENIORS IN THE USE OF THE UNIVERSITY LIBRARY, THE STUDIES WERE DIRECTED TOWARD THE INTRODUCTION OF SIMULATION TECHNIQUES INTO THE PROGRAMS. THE GOAL WAS TO INCREASE THE PROBABILITY OF ACHIEVING THE DESIRED TERMINAL BEHAVIOR. THERE WERE TWO TYPES OF SIMULATION USED--(1) COLOR PHOTOGRAPHS WERE INCLUDED IN EVERY INSTRUCTION FRAME, COMBINED WITH RELEVANT VERBAL INSTRUCTION IN PRINT, AND (2) PERFORMANCE FRAMES AT A NUMBER OF POINTS IN THE PROGRAM REQUIRED THE LEARNER TO STOP THE PROGRAM AND PERFORM CORRECTLY A TASK BEFORE CONTINUING WITH THE PROGRAM. ALL SUBJECTS RECEIVED A PRETEST FORM OF A CRITERION TEST. SUBJECTS WERE ASSIGNED TO THE TEACHING MACHINE 1-3 WEEKS AFTER THE PRETEST. FOLLOWING THE PROGRAMED INSTRUCTION, THE POST-TEST WAS ADMINISTERED. IN ADDITION TO A REVIEW OF THE VALIDITY OF PERFORMANCE FRAMES, THIS REPORT DESCRIBED SEVEN DIFFERENT EXPERIMENTS INVOLVED IN THE STUDY SERIES. THE RESEARCHERS STRESS THAT CARE MUST BE TAKEN TO MAINTAIN THE NEED FOR ACADEMIC RECOGNITION BY MAKING PROGRAMED INSTRUCTION AN INTEGRAL PART OF COURSE ASSIGNMENTS. (JC)

ED 003 236 56
VIDEOTAPES AND KINESCOPIC RECORDINGS AS SITUATIONAL TEST AND LABORATORY EXERCISES IN EMPATHY FOR THE TRAINING OF COUNSELORS.
BY- BUCHHEIMER, ARNOLD AND OTHERS
CITY UNIV. OF NEW YORK, HUNTER COLLEGE
REPORT NUMBER NDEA-VIIA-837 PUB DATE 65
REPORT NUMBER BR-5-0870
EDRS PRICE MF-$0.18 HC-$4.92 123P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *COUNSELING, *COUNSELOR TRAINING, *KINESCOPE RECORDINGS, *PSYCHOLOGICAL PATTERNS, *VIDEO TAPE RECORDINGS, INSTRUCTIONAL FILMS, INSTRUCTIONAL TELEVISION, NEW YORK, NEW YORK CITY,

AN INVESTIGATION WAS DESIGNED (1) TO ANALYZE THE EMPATHIC PROCESS IN COUNSELING, (2) TO DEVELOP MEASURES OF EMPATHIC RESPONSIVENESS, AND (3) TO DEVELOP TRAINING MATERIALS TO IMPROVE THE EMPATHIC RESPONSIVENESS OF COUNSELORS. THE TECHNIQUES DEVELOPED IN THE STUDY INVOLVED THE SPECIAL USE OF FILM AND TELEVISION AND THE SIMULATION OF A COUNSELING PROCESS AND TRAINING. A UNIQUE FEATURE OF THE STUDY WAS THE CREATION OF A "STANDARD COUNSELEE" OUT OF AN AUTHENTIC COUNSELING SITUATION DEVOID OF ANY ARTIFICIALITY OR ROLE-PLAYING. IN THE PROCESS OF EVALUATING EMPATHY, THE INVESTIGATORS ASKED THE COUNSELORS IN TRAINING TO PERFORM A SERIES OF TASKS REPRESENTING DIFFERENT MODELS OF EMPATHY. IMITATION AND IDENTIFICATION WERE FOUND TO PLAY A GREATER ROLE IN COUNSELOR EMPATHY THAN ATTRIBUTION, LENDING SUPPORT TO THE THEORETICAL CONCEPTS OF LIPPS, ALPORT, MURRAY, AND STEWART. THE RELATIONSHIP OF EMPATHY VARIABLES WAS NOT CLEARLY ESTABLISHED AS APPLICABLE TO COUNSELING. NEW INSTRUMENTS TO MEASURE EMPATHIC BEHAVIOR AND POTENTIAL WERE DEVELOPED. SEVEN 16 MM FILMS WERE DEVELOPED FROM VIDEOTAPES AS TRAINING EXERCISES IN COUNSELING. SUGGESTIONS FOR FURTHER STUDY WERE PRESENTED. (JC)

ED 003 237 56
THE TEACHER, PROGRAMED MATERIALS, AND INSTRUCTIONAL INTERACTION, SUPPLEMENTAL MANUAL.
BY- ARCHER, N. SIDNEY AND OTHERS
WEST CHESTER STATE COLL., PA., COOP. RES. CENTER
REPORT NUMBER NDEA-VIIA-1120-VOL-3 PUB DATE 64
EDRS PRICE MF-$0.18 HC-$3.32 83P.

DESCRIPTORS- *ALGEBRA, *INSTRUCTIONAL MATERIALS, *MATHEMATICAL ENRICHMENT, *MATHEMATICS MATERIALS, *PROGRAMED INSTRUCTION, *STUDENT TEACHER RELATIONSHIP, FILMS, FILMSTRIPS, INSTRUCTIONAL AIDS, MODERN MATHEMATICS, PENNSYLVANIA, READING MATERIALS, RESOURCE MATERIALS, WEST CHESTER,

THIS IS A SOURCE MANUAL TO ASSIST TEACHERS OF PROGRAMED ALGEBRA IN PROVIDING FOR INDIVIDUAL DIFFERENCES AMONG STUDENTS. THE MATERIAL WAS INTENDED FOR ASSIGNMENT TO SELECTED STUDENTS WHO REQUIRE ADDITIONAL MATERIALS TO SATISFY VARIOUS ABILITIES AND TALENTS. IN ADDITION TO REFERENCE LISTS ON FILMS AND FILMSTRIPS, PRINTED BIBLIOGRAPHIES WERE PREPARED ON POPULAR EXPOSITIONS, HISTORY, BIOGRAPHY, TRADITIONAL MATHEMATICS, MODERN MATHEMATICS, SPECIAL TOPICS, MATHEMATICAL RECREATIONS, TEACHING AIDS, PROGRAMED INSTRUCTION, AND PROGRAMED ALGEBRA. OTHER REPORTS ON THIS PROJECT WERE ASSIGNED ACCESSION NUMBERS ED 003 197, ED 003 198, AND ED 003 238. (JM)

ED 003 238 56

THE TEACHER, PROGRAMED MATERIALS, AND INSTRUCTIONAL INTERACTION, TESTS AND FINAL EXAMINATION WITH ANSWERS.
BY- ARCHER, N. SIDNEY
WEST CHESTER STATE COLL., PA., COOP. RES. CENTER
REPORT NUMBER NDEA-VIIA-1120-VOL-4 PUB DATE 64
EDRS PRICE MF-$0.18 HC-$3.92 98P.

DESCRIPTORS- *ALGEBRA, *TESTS, INSTRUCTIONAL INTERACTION, MATHEMATICS INSTRUCTION, PENNSYLVANIA, PROGRAMED INSTRUCTION, WEST CHESTER,

TESTS ON ALGEBRA WERE PREPARED TO ASSIST TEACHERS PARTICIPATING IN THIS PROJECT. TWENTY-TWO UNIT OR CHAPTER TESTS, 6 CUMULATIVE REVIEWS, AND 1 FINAL EXAMINATION ARE PRESENTED. OTHER REPORTS ON THIS PROJECT WERE ASSIGNED ACCESSION NUMBERS ED 003 197, ED 003 237, AND ED 003 198. (JM)

ED 003 239 56

VARIATIONS IN INSTRUCTIONAL MEDIA, PROCESSES, CONTENT AND APTITUDE VARIABLES IN RELATION TO EFFICIENCY OF COGNITIVE GOAL ATTAINMENT, VOLUME 1.
BY- FATTU, N. A.
INDIANA UNIV., BLOOMINGTON, INST. OF EDUC. RES.
REPORT NUMBER NDEA-VIIA-962-VOL-1 PUB DATE 65
GRANT OEG-7-24-0210-185
EDRS PRICE MF-$0.27 HC-$6.28 157P.

DESCRIPTORS- *AUDIOVISUAL INSTRUCTION, *MEDIA RESEARCH, *PROGRAMED INSTRUCTION, BLOOMINGTON, EDUCATIONAL RESEARCH, INDIANA,

A SERIES OF STUDIES WAS UNDERTAKEN, DIRECTED TOWARD EXPLORATIONS OF INTERRELATIONSHIPS AMONG MEDIA, PROCESSES (INSTRUCTIONAL PREREQUISITES), CONTENT AND APTITUDE VARIABLES, AND ACHIEVEMENTS. EMPHASIS THROUGHOUT WAS ON (1) THE COGNITIVE DOMAIN AND (2) PROBLEMS INVOLVED IN APPLICATION OF KNOWLEDGE TO A PRACTICAL TEACHING SITUATION. "THE TAXONOMY OF EDUCATIONAL OBJECTIVES" (BLOOM AND OTHERS) PROVIDED THE INTERPRETATION OF "ACHIEVEMENT" IN TERMS OF WHICH STUDIES WERE MADE OF THE STRUCTURE OF DEPENDENT AND INDEPENDENT VARIABLES. SPECIFICATIONS WERE PREPARED, AND INSTRUCTIONAL SEQUENCES BASED ON THESE SPECIFICATIONS WERE PREPARED IN THE AREAS OF (1) MATRIX ALGEBRA, (2) FORTRAN PROGRAMING, (3) SYMBOLIC LOGIC, AND (4) ANALYSIS OF VARIANCE. ALSO, BASED ON THESE SPECIFICATIONS, ACHIEVEMENT EXAMINATIONS WERE PREPARED. EMPIRICAL STUDIES OF THE MATERIALS DEVELOPED WERE CARRIED OUT IN AN ATTEMPT TO COLLECT EMPIRICAL DATA FOR FURTHER ANALYSIS. A MODEL OF THE SYSTEM OF MEDIA INSTRUCTION AND AN OPERATION OF THIS MODEL (A SIMULATION OF THE OPERATION OF THIS SYSTEM) WERE DISPLAYED IN THE REPORT. IT WAS POSSIBLE TO MAKE A SYSTEMS ANALYSIS OF A HYPOTHETICAL MEDIA INSTRUCTIONAL SYSTEM, TO DEVELOP A MODEL, AND TO GENERATE RESULTS TO CONFORM TO EMPIRICAL FINDINGS. IF THIS APPROACH CAN BE GENERALIZED TO SIMILAR CIRCUMSTANCES IN LATER STUDIES, IT WILL LAY SOME OF THE GROUNDWORK BRIDGING THE GAP BETWEEN RESEARCH AND PRACTICE IN THE MEDIA FIELD. TWO APPENDIXES TO THIS REPORT WERE ASSIGNED ACCESSION NUMBERS ED 003 240 AND ED 003 241. (HB)

ED 003 240 56

VARIATIONS IN INSTRUCTIONAL MEDIA, PROCESSES, CONTENT AND APTITUDE VARIABLES IN RELATION TO EFFICIENCY OF COGNITIVE GOAL ATTAINMENT, VOLUME 2.
BY- FATTU, N.A.
INDIANA UNIV., BLOOMINGTON, INST. OF EDUC. RES.
REPORT NUMBER NDEA-VIIA-962-VOL-2 PUB DATE 65
GRANT OEG-7-24-0210-185
EDRS PRICE MF-$0.63 HC-$16.56 414P.

DESCRIPTORS- *AUDIOVISUAL INSTRUCTION, *MEDIA RESEARCH, *PROGRAMED INSTRUCTION, BLOOMINGTON, EDUCATIONAL RESEARCH, INDIANA,

THE REPORT, THE SECOND OF A SERIES (ACCESSION NUMBERS ED 003 239 THROUGH ED 003 241), INCLUDES SEVEN APPENDIXES TO AN EARLIER STUDY. THE APPENDIXES ARE TITLED--(1) PROBLEMS OF MEANING AND REFERENCE IN BLOOM'S TAXONOMY, (2) SCALE FOR APPRAISING A MODEL, (3) EXPLORATION OF INTERACTIONS AMONG INSTRUCTIONAL CONTENT AND APTITUDE VARIABLES, (4) AN ALTERNATIVE TO ISOLOBES FOR EXPLORING TRADE-OFF RELATIONSHIPS AMONG CONTENT, INSTRUCTION, APTITUDE, AND ACHIEVEMENT VARIABLES, (5) MATRIX INSTRUCTION MATERIALS, (6A) FORTRAN INSTRUCTION MATERIALS, (6B) FACTOR ANALYSIS OF FORTRAN PROGRAMED LECTURES-PROGRAMER'S APTITUDE TEST, AND (7) SYMBOLIC LOGIC INSTRUCTION MATERIALS. (HB)

ED 003 241 56

VARIATIONS IN INSTRUCTIONAL MEDIA, PROCESSES, CONTENT AND APTITUDE VARIABLES IN RELATION TO EFFICIENCY OF COGNITIVE GOAL ATTAINMENT, VOLUME 3.
BY- FATTU, N.A.
INDIANA UNIV., BLOOMINGTON, INST. OF EDUC. RES.
REPORT NUMBER NDEA-VIIA-962-VOL-3 PUB DATE 65
GRANT OEG-7-24-0210-185
EDRS PRICE MF-$0.54 HC-$14.68 367P.

DESCRIPTORS- *AUDIOVISUAL INSTRUCTION, *MEDIA RESEARCH, *PROGRAMED INSTRUCTION, BLOOMINGTON, EDUCATIONAL RESEARCH, INDIANA,

THE REPORTS UNDER ACCESSION NUMBERS ED 003 239 AND ED 003 240 ARE SUPPLEMENTED BY THIS DOCUMENT. THREE APPENDIXES

ARE INCLUDED. THE FIRST SHOWS INTERCORRELATIONS AND FACTOR LOADINGS FOR 27 MEASURES USED IN A STUDY OF SYMBOLIC LOGIC. THE SECOND PROVIDES THREE PROGRAMED INSTRUCTIONAL BOOKLETS IN THE FIELD OF STATISTICS FOR GRADUATE COLLEGE STUDENTS MAJORING IN EDUCATION AND OTHER FIELDS OF SOCIAL OR APPLIED SCIENCES--(1) "ANALYSIS OF VARIANCE," (2) "MULTIPLE COMPARISONS AMONG TREATMENTS," AND (3) "CORRELATION." THE THIRD DESCRIBES A GENERAL-PURPOSE, PROCEDURE-ORIENTED, COMPUTER PROGRAMING LANGUAGE (P.O.L.). (JH)

ED 003 242 56

A STUDY OF SOME ASPECTS OF KOAC-TV PROGRAMING AND ITS AUDIENCE, PRELIMINARY REPORT NUMBER 2--EDUCATIONAL TELEVISION PROJECT.
BY- SHEPHERD, JOHN R.
OREGON UNIV., EUGENE, INST. FOR COMMUNITY STUDIES
REPORT NUMBER NDEA-VIIA-109-2 PUB DATE 3 MAY 61
EDRS PRICE MF-$0.09 HC-$1.64 41P.

DESCRIPTORS- *ATTITUDES, *COMMUNITY EDUCATION, *CULTURAL EDUCATION, *EDUCATIONAL TELEVISION, *TELEVISION SURVEYS, BROADCAST TELEVISION, EUGENE, MULTICHANNEL PROGRAMING, OREGON, PROGRAM GUIDES, TELEVISION, TELEVISION RESEARCH,

INFORMATION WAS OBTAINED CONCERNING HOW ONE GROUP OF PEOPLE (CABLE USERS) MAKE USE OF EDUCATIONAL TELEVISION. THE READER IS REFERRED TO THE PUBLICATION "EDUCATIONAL TELEVISION PROJECT--PRELIMINARY REPORT NUMBER ONE" FOR PARTICULARS ON THE VARIOUS INSTRUMENTS USED IN THE MAJOR STUDY. SCORING CATEGORIES USED IN SELECTING INDIVIDUALS FOR THIS ANALYSIS (SAMPLE N=1024) WERE DERIVED BY MEANS OF TABULATING EACH 30-MINUTE PROGRAM UNIT THE RESPONDENT INDICATED HE HAD VIEWED ON ETV DURING THE WEEK PRIOR TO THE INTERVIEW. THE RESPONDENT RECORDED THESE ON A SPECIALLY PREPARED VIEWER'S GUIDE, WHICH LISTED ALL PROGRAMS BROADCASTED BY THE ETV STATION AND ALL OTHER STATIONS ON THE CABLE DURING THAT PERIOD. A NUMBER OF TABLES AND GRAPHS WERE PRESENTED CONCERNING THE VIEWERS' HABITS, ATTITUDES, AND PREFERENCES. THE INVESTIGATOR CAUTIONS THE READER THAT THESE DATA WERE MERELY TABULATIONS, PRELIMINARY TO A FULL ANALYSIS OF LATER REPORTS. HOWEVER, TWO OBSERVATIONS WERE MADE--(1) THE ETV STATION DOES NOT COMPETE WELL WITH THE COMMERCIAL STATIONS - YET, THE ACTUAL NUMBER OF VIEWERS INCREASES IN THE EVENING, AND (2) THE APPARENT INTEREST OF ETV VIEWERS IN FACTUAL PROGRAMS MAY INDICATE A GREATER EMPHASIS ON HOW-TO PROGRAMS AND LESS ON CULTURAL ENRICHMENT TELECASTS. (JC)

ED 003 243 56

PROBLEMS IN THE MEASUREMENT OF EDUCATIONAL TELEVISION CONSUMPTION, PRELIMINARY REPORT NUMBER 4--EDUCATIONAL TELEVISION PROJECT.
BY- MEISSNER, MARTIN
OREGON UNIV., EUGENE, INST. FOR COMMUNITY STUDIES
REPORT NUMBER NDEA-VIIA-109-4 PUB DATE 1 NOV 61
EDRS PRICE MF-$0.18 HC-$2.40 60P.

DESCRIPTORS- *COMMUNITY EDUCATION, *CULTURAL ENRICHMENT, *EDUCATIONAL TELEVISION, *TELEVISION RESEARCH, *TELEVISION SURVEYS, *TELEVISION VIEWING, BROADCAST TELEVISION, CULTURAL FACTORS, EUGENE, MEASUREMENT INSTRUMENTS, MEASUREMENT TECHNIQUES, MULTICHANNEL PROGRAMING, OREGON, TELEVISION,

THE SPECIFIC PROBLEM OF THIS REPORT WAS TO EXPLORE THE INSTANCE OF MEASUREMENT ERROR ASSOCIATED WITH COMMONLY USED MEASURES OF EDUCATIONAL TELEVISION (ETV) CONSUMPTION BY VIEWERS. THE AMOUNT OF RESPONDENT MISREPRESENTATION THAT MAY BE INVOLVED IN THE USE OF A PARTICULAR MEASUREMENT TECHNIQUE AND THE REASONS WHY IT OCCURS WERE STUDIED. IN ORDER TO MAINTAIN CONTINUITY WITH PREVIOUS STUDIES, A SUBJECTIVE-ESTIMATE MEASURE OF ETV VIEWING WAS USED. AN AIDED-RECALL TECHNIQUE WAS DESIGNED TO ELICIT PRECISE DETAILS ABOUT RECENT VIEWING BEHAVIOR. A THIRD MEASURE WAS INCLUDED IN A BATTERY OF SEMANTIC DIFFERENTIAL ITEMS. AS A CHECK ON THE ACCURACY AND PRECISION OF THESE THREE INDEXES, THE RESULTS WERE COMPARED WITH THOSE OBTAINED BY AN INDEPENDENT COMMERCIAL RATING FIRM. THIS REPORT DESCRIBED A VARIETY OF INTERNAL COMPARISONS AMONG THE FOUR INDEXES. THE DATA COLLECTED DID NOT SUPPORT THE HYPOTHESIS THAT ONE'S SOCIAL RANK IS ASSOCIATED WITH VIEWING ETV. A SECOND LOOK AT THE RELIABILITY OF MEASUREMENT WAS RECOMMENDED. (JC)

ED 003 244 56

A NEW OPPORTUNITY FOR PARENT PARTICIPATION IN EDUCATION, REPORT NUMBER 1--RESEARCH ON THE CONTEXT OF INSTRUCTIONAL TELEVISION.
BY- HAYMAN, JOHN L., JR. JOHNSON, JAMES T., JR.
STANFORD UNIV., CALIF., INST.FOR COMMUNIC. RES.
REPORT NUMBER NDEA-VIIA-354-1 PUB DATE APR 61
DENVER PUBLIC SCHOOLS, COLO.
EDRS PRICE MF-$0.09 HC-$1.08 27P.

DESCRIPTORS- *ELEMENTARY SCHOOL STUDENTS, *INSTRUCTIONAL TELEVISION, *PARENT CHILD RELATIONSHIP, *PARENT PARTICIPATION, *PARENT TEACHER COOPERATION, CALIFORNIA, COLORADO, DENVER, DENVER STANFORD PROJECT, EDUCATIONAL TELEVISION, INSTRUCTIONAL INNOVATION, LANGUAGE INSTRUCTION, SPANISH, STANFORD, STANFORD ACHIEVEMENT TEST (SAT), TELEVISED INSTRUCTION,

A NUMBER OF STUDIES RELATING TO WAYS IN WHICH INSTRUCTIONAL TELEVISION CAN BEST FIT INTO THE TOTAL TEACHING SITUATION HAVE BEEN CONDUCTED JOINTLY BY THE DENVER PUBLIC SCHOOLS AND STANFORD UNIVERSITY'S INSTITUTE FOR COMMUNICATION RESEARCH. AN ATTEMPT WAS MADE IN THIS STUDY TO LEARN WHETHER DIRECT PARENT PARTICIPATION IN EDUCATIONAL TELEVISION LESSONS CAN INCREASE THEIR CHILDREN'S LEARNING. THE ACTIVITIES ON THE PART OF THE PARENTS WERE--(1) TO WATCH A 15-MINUTE TELEVISED SPANISH LESSON IN THE EVENING WITH THEIR CHILD (THE CHILD HAD ALSO SEEN THE PROGRAM IN CLASS), (2) TO FOLLOW A SPECIAL INSTRUCTION GUIDE INVOLVING THE USE OF A PHONOGRAPH RECORD, AND (3) TO PREPARE A DATA SHEET INDICATING PROGRAMS WATCHED AND AMOUNT OF TIME SPENT PRACTICING WITH THEIR CHILD. THE PTA COORDINATED THE WORK WITH PARENTS. THE PARENTS WHO VOLUNTEERED TO BECOME INVOLVED IN THE PROJECT WERE NOT TYPICAL OF THE TOTAL PARENT POPULATION IN DENVER. THEY TENDED TO BE IN HIGHER STATUS OCCUPATIONAL GROUPS, AND THEIR CHILDREN'S ACADEMIC CHARACTERISTICS WERE RELATIVELY HIGH. THE RESULTS OF A 50-QUESTION ACHIEVEMENT TEST, AFTER ADJUSTMENT FOR DIFFERENCES IN LEARNING POTENTIAL, DEMONSTRATED THAT PARENT HELP SIGNIFICANTLY INCREASED LEARNING. RECOMMENDATIONS WERE THAT THIS NEW OPPORTUNITY FOR DIRECT PARENT PARTICIPATION IN EDUCATION BE EXTENSIVELY INVESTIGATED. FURTHER REPORTS ARE LISTED UNDER ACCESSION NUMBERS ED 003 245 AND ED 003 246. (JC)

ED 003 245 56

MEASUREMENT OF LISTENING COMPREHENSION VIA TELEVISION IN ELEMENTARY SCHOOL SPANISH INSTRUCTION, REPORT NUMBER 2--RESEARCH ON THE CONTEXT OF INSTRUCTIONAL TELEVISION.
BY- ANDRADE, MANUEL AND OTHERS
STANFORD UNIV., CALIF., INST.FOR COMMUNIC. RES.
REPORT NUMBER NDEA-VIIA-354-2
DENVER PUBLIC SCHOOLS, COLO.
EDRS PRICE MF-$0.18 HC-$2.60 65P.

DESCRIPTORS- *AUDIOLINGUAL METHODS, *INSTRUCTIONAL TELEVISION, *SPANISH, AUDIOVISUAL INSTRUCTION, CALIFORNIA, COLORADO, DENVER, DENVER STANFORD PROJECT, ELECTRONIC EQUIPMENT, GRADE 5, LANGUAGE INSTRUCTION, STANFORD, TELEVISED INSTRUCTION,

THE DENVER PUBLIC SCHOOLS AND STANFORD UNIVERSITY'S INSTITUTE FOR COMMUNICATION RESEARCH, IN A JOINT RESEARCH PROJECT, INVESTIGATED AN AUDIOLINGUAL METHOD TO TEACH FIRST-YEAR SPANISH TO FIFTH GRADERS. THREE PENCIL-AND-PAPER, TV-ADMINISTERED TESTS, DESIGNED TO MEASURE LISTENING COMPREHENSION SKILLS, WERE DEVELOPED DURING THE 1960-61 SCHOOL YEAR. VALIDITY, RELIABILITY, COMPREHENSIVENESS, DISCRIMINATION, AND CERTAIN OTHER PRINCIPLES SUGGESTED BY LANGUAGE EXPERTS WERE CAREFULLY CONSIDERED DURING THE DEVELOPMENT. THE LACK OF AN OUTSIDE CRITERION AGAINST WHICH TO COMPARE OBTAINED RESULTS MADE VALIDITY A PROBLEM. CAREFUL DEFINITION OF COURSE OBJECTIVES AND A DETAILED CONTENT ANALYSIS SHOWING THE EMPHASIS GIVEN EACH LANGUAGE ELEMENT DURING TV INSTRUCTION, HOWEVER, PROVIDED CONSTRUCT VALIDITY. EXTENSIVE PRETESTING AND ANALYSIS OF RESULTS OF THE ACTUAL TV ADMINISTRATIONS SHOWED THAT THE OTHER CRITERIA FOR TEST DEVELOPMENT AND USE WERE SATISFIED. TWO GENERAL TYPES OF TEST ITEMS WERE USED. THE FIRST HAD PICTURES ON EACH PUPIL'S ANSWER SHEET, AND THE PUPIL RESPONDED BY MATCHING A PICTURE TO A STATEMENT SPOKEN BY THE TELEVISION INSTRUCTOR. THE SECOND TYPE REQUIRED CHOOSING ONE OF TWO POSSIBLE ALTERNATIVES (TRUE OR FALSE, 1 OR 2) IN RESPONSE TO A STATEMENT OR STATEMENTS SPOKEN BY THE INSTRUCTOR. IN EACH TEST THE PICTURE ITEMS WERE SUBSTANTIALLY BETTER THAN THE OTHERS IN TERMS OF DISCRIMINATION, AND THE 1 OR 2 ALTERNATIVE ITEMS WERE POOREST. OTHER REPORTS IN THIS SERIES ARE ED 003 244 AND ED 003 246. (LP)

ED 003 246 56

THIRD-YEAR RESULTS IN THE DENVER-STANFORD PROJECT, REPORT NUMBER 3--RESEARCH ON THE CONTEXT OF INSTRUCTIONAL TELEVISION.
BY- HAYMAN, JOHN L., JR. JOHNSON, JAMES T., JR.
STANFORD UNIV., CALIF., INST.FOR COMMUNIC. RES.
REPORT NUMBER NDEA-VIIA-354-3 PUB DATE MAR 64
DENVER PUBLIC SCHOOLS, COLO.
EDRS PRICE MF-$0.18 HC-$2.88 72P.

DESCRIPTORS- *AUDIOLINGUAL METHODS, *AUDIOVISUAL INSTRUCTION, *LANGUAGE INSTRUCTION, *SPANISH, *TELEVISED INSTRUCTION, CALIFORNIA, COLORADO, DENVER, DENVER STANFORD PROJECT, ELECTRONIC EQUIPMENT, GRADE 5, GRADE 6, INSTRUCTIONAL TELEVISION, STANFORD, TAPE RECORDINGS,

THE DENVER PUBLIC SCHOOLS AND STANFORD UNIVERSITY'S INSTITUTE FOR COMMUNICATION RESEARCH, IN A JOINT RESEARCH PROJECT, INVESTIGATED AN AUDIOLINGUAL METHOD TO TEACH SPANISH TO FIFTH AND SIXTH GRADERS. RESULTS AT THE FIFTH-GRADE LEVEL SUGGESTED THAT ELECTRONIC AIDS, ESPECIALLY THOSE WITH FEEDBACK (THAT IS, WHERE THE CHILD RECORDS AND LISTENS TO HIS OWN VOICE), ARE A DESIRABLE ADDITION TO THE CLASSROOM SPANISH PROGRAM. AN EXCEPTION TO THIS OCCURS, FOR REASONS SO FAR UNEXPLAINED, AMONG CHILDREN FROM HOMES WHERE SPANISH IS SPOKEN NATIVELY. THESE CHILDREN ARE VERY FEW IN NUMBER, HOWEVER, SO THAT THE ELECTRONIC AIDS APPEAR POTENTIALLY HELPFUL TO THE GREAT MAJORITY OF FIFTH-GRADE PUPILS. THE SIXTH-GRADE RESULTS CONFIRMED A PREVIOUSLY STATED HYPOTHESIS THAT A COMBINATION OF AUTOMATED AND TEACHER-DIRECTED READING AND WRITING INSTRUCTION WOULD BE SUPERIOR TO EITHER METHOD ALONE. THE COMBINATION PRODUCED SIGNIFICANTLY SUPERIOR RESULTS ON BOTH LISTENING COMPREHENSION AND READING AND WRITING TESTS. SPEAKING TEST RESULTS SHOWED THE COMBINATION SLIGHTLY LESS FAVORABLE, APPARENTLY BECAUSE OF LESS FACE-TO-FACE CONTACT BETWEEN PUPIL AND TEACHER WHEN AUTOMATED INSTRUCTION IS USED. IT APPEARS, HOWEVER, THAT THIS DEFICIENCY CAN BE OVERCOME THROUGH USE OF ELECTRONIC AIDS OUTSIDE OF THE REGULAR SPANISH INSTRUCTION PERIOD. OTHER REPORTS IN THIS SERIES ARE ED 003 244 AND ED 003 245. (LP)

ED 003 247 56

RESEARCH IN RETROSPECT--ADMINISTRATIVE MEMORANDA OF THE DENVER-STANFORD RESEARCH PROJECT.
BY- HAYMAN, JOHN L., JR. JOHNSON, JAMES T., JR.
STANFORD UNIV., CALIF., INST.FOR COMMUNIC. RES.
REPORT NUMBER NDEA-VIIA-354-4 PUB DATE JUN 64
DENVER PUBLIC SCHOOLS, COLO.
EDRS PRICE MF-$0.18 HC-$4.20 105P.

DESCRIPTORS- *ADMINISTRATION, *COLLEGE HIGH SCHOOL COOPERATION, *EDUCATIONAL TELEVISION, *MANAGEMENT, *PROGRAM ADMINISTRATION, ADMINISTRATIVE PROBLEMS, ADMINISTRATOR GUIDES, CALIFORNIA, COLORADO, DENVER, PLANNING, PROGRAMED INSTRUCTION, RESEARCH METHODOLOGY, STANFORD, TELEVISED INSTRUCTION,

MEMORANDUMS ARE PROVIDED ON THE ADMINISTRATIVE ASPECTS OF THE JOINT PROJECT OF THE DENVER PUBLIC SCHOOLS AND STANFORD UNIVERSITY, TITLED "FOUR YEARS OF RESEARCH ON THE CONTEXT OF INSTRUCTIONAL TELEVISION." THE PURPOSE OF THIS PROJECT WAS TO LEARN HOW INSTRUCTIONAL TELEVISION COULD BEST FIT INTO THE TOTAL TEACHING SITUATION, NOT TO DETERMINE THE EFFECTIVENESS OF EDUCATIONAL TV. THE TEACHING FIELD SELECTED FOR EXPERIMENTATION WAS ELEMENTARY SCHOOL SPANISH FOR FIFTH AND SIXTH GRADERS. A FINAL REPORT PRESENTED THE GENERAL FINDINGS OF THE OVERALL PROJECT. THE PRESENT REPORT WAS PREPARED NOT TO DUPLICATE AND SUMMARIZE THE FINAL DOCUMENT BUT TO PROVIDE SCHOOL ADMINISTRATORS AND OTHER RESPONSIBLE GROUPS WITH A COMPREHENSIVE TEXT ON--(1) HOW THE PROJECT WAS PLANNED AND INSTITUTED, (2) HOW IT ACTUALLY OPERATED, (3) WHAT PROBLEMS WERE ENCOUNTERED AND HOW THEY WERE OVERCOME, (4) WHAT EFFECT IT HAD ON THE TEACHING CORPS, PRINCIPALS, AND PARENTS, AND (5) WHAT THE LONG-TERM IMPLICATIONS ARE. ADMINISTRATIVE PROCEDURES ARE THUS REPORTED THAT WOULD NOT NORMALLY BE INCLUDED ELSEWHERE. THE "WHY" AND "WITH WHAT RESULTS" ARE COVERED EXTENSIVELY IN MORE TECHNICAL REPORTS WHICH CAN BE OBTAINED FROM EITHER THE U.S. OFFICE OF EDUCATION OR THE INSTITUTE FOR COMMUNICATION RESEARCH AT STANFORD UNIVERSITY. (JH)

ED 003 248 24

THE HIGH SPEED ELECTRONIC COMPUTER AS A RESEARCH AND OPERATIONS DEVICE IN SCHOOL LAW.
BY- ASHER, J. WILLIAM   KURFEERST, MARVIN
PITTSBURGH UNIV., PA., SCHOOL OF EDUCATION
REPORT NUMBER CRP-1275
EDRS PRICE MF-$0.18 HC-$3.04   76P.

DESCRIPTORS- *COMPUTER PROGRAMS, *INFORMATION RETRIEVAL, *LEGAL PROBLEMS, *RESEARCH TOOLS, CODIFICATION, CONCORDANCE, KEYWORD-IN-CONTEXT (KWIC) PROGRAM, LAW SCHOOLS, LAWS, PENNSYLVANIA, PITTSBURGH,

THE FEASIBILITY OF EMPLOYING ELECTRONIC COMPUTERS AS RESEARCH AND OPERATIONAL TOOLS IN THE AREA OF SCHOOL LAW WAS TESTED. TEXT MATERIAL WAS SELECTED, MARKED FOR TYPING BY AN ATTORNEY, AND TRANSFERRED TO MAGNETIC TAPE THROUGH THE INTERMEDIATE STEPS OF PUNCHED PAPER TAPE AND IBM PUNCH CARDS. A CONCORDANCE PROGRAM BROKE DOWN THE TEXT INTO ALPHABETIC WORD FREQUENCIES AND PINPOINTED EACH OCCURRENCE ACCORDING TO THE DOCUMENT IN WHICH IT APPEARED. THIS READY IDENTIFICATION ENABLED THE COMPUTER TO MATCH WORDS AND COMPARE DIRECTIONS GIVEN BY THE INVESTIGATOR. TWO BASIC PROGRAMS WERE UTILIZED DURING THIS PROJECT. THE FIRST WAS A STANDARD SEARCH WHICH INVOLVED THE COMBINING OF CONCEPTS AND HAVING THE COMPUTER MATCH AND LIST THOSE DOCUMENTS ACCORDING TO THE INSTRUCTIONS OF THE PROGRAM AND THE SEARCHER. THE SECOND PROGRAM, CALLED THE KEY WORD-IN-CONTEXT (KWIC) PROGRAM, ENABLED THE INVESTIGATOR TO IMMEDIATELY DETERMINE THE CONTEXT IN WHICH KEY WORDS WERE USED. A COMPARISON WAS THEN MADE BETWEEN MACHINE SEARCH AND A CONVENTIONAL HAND SEARCH DONE BY AN ATTORNEY. IT WAS CONCLUDED THAT RECODIFICATION OF LAWS IS FEASIBLE WITH COMPUTER ASSISTANCE, AND LEGAL INQUIRIES OF AN EDUCATIONAL NATURE CAN BE ECONOMICALLY SEARCHED BY MACHINE METHODS. (JK)

ED 003 249 24

EFFECTS OF ABILITY GROUPING IN SCHOOLS RELATED TO INDIVIDUAL DIFFERENCES IN ACHIEVEMENT-RELATED MOTIVATION, FINAL REPORT.
BY- ATKINSON, JOHN W.   O'CONNOR, PATRICIA
MICHIGAN UNIV., ANN ARBOR
REPORT NUMBER CRP-1283   PUB DATE MAR 63
REPORT NUMBER 04615-1-F
CONTRACT OEC-2-10-024
EDRS PRICE MF-$0.27 HC-$7.16   179P.

DESCRIPTORS- *ABILITY GROUPING, *ACADEMIC ACHIEVEMENT, *ACADEMIC ASPIRATION, *ACHIEVEMENT GAINS, *HOMOGENEOUS GROUPING, ACHIEVEMENT RATING, ACHIEVEMENT RISK PREFERENCE SCALE, ACHIEVEMENT TESTS, ANN ARBOR, HETEROGENEOUS GROUPING, JUNIOR HIGH SCHOOL, MANDLER SARASON TEST ANXIETY QUESTIONNAIRE, MATHEMATICS, MICHIGAN, MOTIVATION TECHNIQUES, NEED ACHIEVEMENT MEASURE, SIXTH GRADE, STRONG VOCATIONAL INTEREST INVENTORY,

TWO EMPIRICAL STUDIES WERE MADE TO TEST THE DESIRABILITY OF EMPLOYING SOME FORM OF ABILITY GROUPING TO ENHANCE LEARNING OPPORTUNITIES IN SCHOOLS. THE TWO FIELD STUDIES SPECIFICALLY EXPLORED SOME OF THE MOTIVATIONAL IMPLICATIONS OF ABILITY GROUPING AS MANIFESTED IN SCHOLASTIC ACHIEVEMENT, REPORTED INTEREST IN SCHOOLWORK, AND THE DEVELOPMENT OF REALISTIC VOCATIONAL ASPIRATIONS AMONG STUDENTS WHO DIFFER SUBSTANTIALLY IN THE NATURE OF THEIR MOTIVATION TO ACHIEVE. STUDY A WAS UNDERTAKEN TO EXPLORE SOME OF THE POSSIBLE CONSEQUENCES OF PARTICIPATION BY WELL-QUALIFIED, JUNIOR HIGH SCHOOL STUDENTS IN SPECIAL SECTIONS OF MATHEMATICS BEGINNING IN THE SEVENTH GRADE. STUDY B WAS CONCERNED WITH THE EFFECTS OF HOMOGENEOUS ABILITY GROUPING IN THE SIXTH GRADE. HERE, SCHOLASTIC ACHIEVEMENT AND REPORTED INTEREST IN SCHOOLWORK WERE MATTERS OF CENTRAL INTEREST. THE HYPOTHESIS THAT ABILITY GROUPING WOULD PRODUCE GREATER AROUSAL OF ACHIEVEMENT-RELATED MOTIVATION THAN THE TRADITIONAL CLASS THAT IS HETEROGENEOUS IN ABILITY WAS NOT SUPPORTED BY STUDY A, YET WAS STRONGLY SUPPORTED BY STUDY B. (GD)

ED 003 250 24

DIMENSIONS OF CHILDREN'S SOCIAL AND PSYCHOLOGICAL DEVELOPMENT RELATED TO SCHOOL ACHIEVEMENT.
BY- KETCHAM, WARREN A.   MORSE, WILLIAM C.
MICHIGAN UNIV., ANN ARBOR
REPORT NUMBER CRP-1286   PUB DATE   65
EDRS PRICE MF-$0.36 HC-$10.16   254P.

DESCRIPTORS- *CLASSROOM ENVIRONMENT, *MEASUREMENT INSTRUMENTS, *STUDENT TEACHER RELATIONSHIP, ACADEMIC ACHIEVEMENT, ACHIEVEMENT TESTS, ANN ARBOR, ATTITUDE TESTS, EDUCATIONAL PLANNING, MICHIGAN, PSYCHOLOGICAL CHARACTERISTICS, SOCIAL DEVELOPMENT, SOCIAL DIFFERENCES, SOCIALIZATION, TEACHER ROLE, TEST CONSTRUCTION,

THE FIRST TASK OF THIS RESEARCH WAS TO CONSTRUCT A SET OF INSTRUMENTS FOR THE COLLECTION OF DATA ON CHILDREN'S SOCIAL AND PSYCHOLOGICAL DEVELOPMENT. THE PURPOSE WAS TO PRODUCE INSTRUMENTS WITH A CLOSER RELATIONSHIP TO THE CLASSROOM SETTING AND THE INTERESTS AND CONCERNS OF TEACHERS THAN MOST OF THE AVAILABLE ONES SEEMED TO PROVIDE. A LARGE POOL OF ITEMS WAS GATHERED AND ADMINISTERED TO A STRATIFIED SAMPLE OF 430 THIRD-, FIFTH-, SEVENTH-, NINTH-, AND ELEVENTH-GRADE CHILDREN. EXTENSIVE STATISTICAL ANALYSIS WAS MADE WHICH CULMINATED IN A FACTOR ANALYSIS. FROM THE FINDINGS, THREE TYPES OF INSTRUMENTS WERE CONSTRUCTED--A CLASSROOM QUESTIONNAIRE, A SEMANTIC DIFFERENTIAL, AND A CARD SORT. THE INSTRUMENTS WERE THEN USED WITH THE SAMPLE TO COLLECT DATA ON--(1) THE CLASSROOM ENVIRONMENT WITH SUBDIMENSIONS FOR LEARNING, SOCIAL STRUCTURE, SOCIAL CLIMATE, AND MENTAL HEALTH, (2) SELF-CONCEPTS, AND (3) SELF-NEEDS. IT WAS CONCLUDED THAT THE CURRENT STRESS ON ACADEMIC ACHIEVEMENT HAS NOT FORCED CHILDREN'S NEEDS INTO A DOMINANT POSITION. THE NEED FOR AFFILIATION WAS FOUND TO BE THE MOST PRONOUNCED. WHEN VIEWED AS TWO GLOBAL VARIABLES, PERSONAL SOCIAL ACHIEVEMENT AND ACADEMIC ACHIEVEMENT DID NOT APPEAR TO BE RELATED, SIGNIFICANTLY, IN THE CLASSROOM GROUPS. THE PRIMARY IMPLICATION DERIVED FROM THIS STUDY WAS THAT A MAJOR TASK OF TEACHERS IS TO PREVENT THE DEVELOPMENT OF A HIGH, POSITIVE RELATIONSHIP BETWEEN PERSONAL-SOCIAL AND ACADEMIC ACHIEVEMENT IN THE CLASSROOM. (GD)

ED 003 251 24

THE LIBRARY OF TOMORROW - TODAY, AND INFORMATION SERVICE OF EDUCATIONAL RESEARCH MATERIALS.
BY- KENT, ALLEN   AND OTHERS
WESTERN RESERVE UNIV., CLEVELAND
REPORT NUMBER CRP-1298   PUB DATE   62
WESTERN RESERVE UNIV., CLEVELAND, SCH.OF LIB. SCI.

REPORT NUMBER NDEA-VIIB-170
EDRS PRICE MF-$0.45 HC-$13.40 335P.

DESCRIPTORS- *INFORMATION PROCESSING, *INFORMATION SYSTEMS, *LIBRARY SERVICES, *RESOURCE MATERIALS, CLEVELAND, EDUCATIONAL RESEARCH, EDUCATIONAL RESEARCH INFORMATION CENTER (ERIC), INFORMATION DISSEMINATION, OHIO,

THE PRELIMINARY PLANNING FOR THE DEVELOPMENT AND OPERATION OF AN INFORMATION RETRIEVAL SYSTEM IN THE FIELD OF EDUCATIONAL RESEARCH IS REPORTED. THIS PLAN WAS BUILT UPON DETAILED SUBJECT ANALYSIS AND RETRIEVAL OF DOCUMENTS BY A NATIONAL NETWORK TERMED THE EDUCATIONAL RESEARCH INFORMATION CENTER (ERIC). AN INVESTIGATION WAS ALSO MADE OF USE OF SELECTIVE DISSEMINATION OF INFORMATION. A DISCUSSION WAS INCLUDED OF A TEST ANALYSIS DONE ON APPROXIMATELY 4,000 DOCUMENTS. VARIOUS INPUT-OUTPUT CONFIGURATIONS WERE COMPARED. THE EXERCISING OF ADEQUATE BIBLIOGRAPHIC CONTROL OVER EDUCATIONAL RESEARCH INFORMATION IS ANTICIPATED BY MEANS OF THIS SYSTEM. (RS)

ED 003 252 24
EMPIRICAL DETERMINATION OF SAMPLING DISTRIBUTIONS OF ITEM DISCRIMINATION INDICES AND A RELIABILITY COEFFICIENT.
BY- BAKER, FRANK
WISCONSIN UNIV., MADISON, SCH. OF EDUC.
REPORT NUMBER CRP-1299 PUB DATE NOV 62
CONTRACT OEC-2-10-071
EDRS PRICE MF-$0.27 HC-$6.20 155P.

DESCRIPTORS- *ITEM ANALYSIS, *STATISTICAL ANALYSIS, EVALUATION, MADISON, STATISTICAL STUDIES, WISCONSIN,

THE RESULTS OF THIS STUDY CLEARLY INDICATE THE INADVISABILITY OF ATTEMPTING TO PERFORM ITEM ANALYSES BASED UPON SMALL SAMPLES. THE SINGLE ITEM DISCRIMINATION INDEX BASED UPON SAMPLES OF SIZE 15, 30, OR 60, HAS LITTLE OR NO VALUE. THOSE BASED UPON SAMPLES OF 120 ARE ONLY INDICATIVE IN NATURE. (LP)

ED 003 253 24
COGNITIVE ORIGINALITY, PHYSIOGNOMIC SENSITIVITY, AND DEFENSIVENESS IN CHILDREN, FINAL REPORT.
BY- WALLACH, MICHAEL A. KOGAN, NATHAN
DUKE UNIV., DURHAM, N.C.
REPORT NUMBER CRP-1316-B PUB DATE 31 JUN 65
EDRS PRICE MF-$0.36 HC-$8.68 217P.

DESCRIPTORS- *COGNITIVE PROCESSES, *CREATIVITY RESEARCH, *INTELLIGENCE LEVEL, *ORIGINALITY, *PSYCHOLOGICAL CHARACTERISTICS, CHILDREN, COGNITIVE ABILITY, DURHAM, INDIVIDUAL DIFFERENCES, NORTH CAROLINA, SEX DIFFERENCES,

THE EXAMINATION WAS CONDUCTED TO DETERMINE IF A CHILD'S ABILITY TO CREATE (COGNITIVE ORIGINALITY) IS INDEPENDENTLY ASSOCIATED WITH HIS GENERAL LEVEL OF INTELLIGENCE. ONCE THIS PROVED TO BE THE CASE THE INVESTIGATORS THEN PURSUED THE STUDY OF PSYCHOLOGICAL CORRELATES THAT DISTINGUISH INDIVIDUAL DIFFERENCES ON THE CREATIVITY AND INTELLIGENCE DIMENSIONS WHEN CONSIDERED JOINTLY. INSTRUMENTS, COVERING BOTH VERBAL AND VISUAL FORMATS, WERE DEVELOPED AND ADMINISTERED TO OVER 150 FIFTH-GRADE CHILDREN IN A GAME-LIKE CONTEXT WITHOUT TIME PRESSURE. THESE REQUIRED THE CHILDREN TO GENERATE VARIOUS KINDS OF ASSOCIATES WITH GIVEN TASK REQUIREMENTS. EACH CHILD DETERMINED USES FOR PARTICULAR OBJECTS, WAYS IN WHICH PARTICULAR OBJECTS WERE SIMILAR, AND THINGS THAT PARTICULAR PATTERNS REPRESENTED TO THEM. INTELLIGENCE INFORMATION WAS OBTAINED THROUGH THE USE OF A STANDARD TEST BATTERY. CORRELATIONS BETWEEN THE CREATIVITY AND INTELLIGENCE MEASURES WERE FOUND TO BE EXTREMELY LOW. THE SUBJECTS WERE THEN ISOLATED BY SEX INTO ONE OF FOUR GROUPS--(1) HIGH CREATIVITY-HIGH INTELLIGENCE, (2) HIGH CREATIVITY - LOW INTELLIGENCE, (3) LOW CREATIVITY - HIGH INTELLIGENCE, AND (4) LOW CREATIVITY - LOW INTELLIGENCE. DIFFERENCES AMONG THESE GROUPS WERE STUDIED IN FOUR AREAS OF COGNITIVE FUNCTIONING--(1) BEHAVIOR AS OBSERVED IN SCHOOL AND PLAY SETTINGS, (2) ACTIVITIES IN CATEGORIZING AND CONCEPTUALIZING, (3) SENSITIVITY TO PSYSIOGNOMIC PROPERTIES OF ENVIRONMENT, AND (4) PERSONALITY DISPOSITIONS, INDICATED THROUGH SELF-DESCRIPTION AND THROUGH FANTASY. ABUNDANT AND UNIQUE ASSOCIATIONS WERE FOUND TO EXIST. THE RESEARCH INDICATED THE IMPORTANCE OF STUDYING JOINTLY VARIATIONS IN CREATIVITY AND GENERAL INTELLIGENCE, IF UNDERSTANDING OF CREATIVITY IS TO BE FURTHERED. (JH)

ED 003 254 24
AN ANALYSIS OF CERTAIN EDUCATIONAL AND SOCIO-ECONOMIC FACTORS AS THEY RELATE TO THE NATURE AND NUMBER OF 4-H PROJECTS SELECTED AND THE PROJECT PROGRESSION SHOWN BY 4-H CLUB MEMBERS AT GRADES ONE, SIX, AND NINE IN TEN WISCONSIN COMMUNITIES.
BY- LIDSTER, ECHO L.R. KREITLOW, BURTON W.
WISCONSIN UNIV., MADISON
REPORT NUMBER CRP-1318-SUPPL. PUB DATE 63
EDRS PRICE MF-$0.27 HC-$7.80 195P.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *CLUBS, *COCURRICULAR ACTIVITIES, *STUDENT PROJECTS, FOUR H CLUBS, GRADE 1, GRADE 6, GRADE 9, MADISON, SOCIOECONOMIC INFLUENCES, TEACHER RATING, WISCONSIN,

THIS STUDY INCLUDED 75 BOYS AND 67 GIRLS WHO HAD BEEN RESIDENTS SINCE GRADE 1 IN 10 WISCONSIN COMMUNITIES AND WHO HAD BEEN 4-H CLUB MEMBERS AT SOME TIME DURING THIS PERIOD. THREE HYPOTHESES WERE TESTED WITH 19 VARIABLES GROUPED UNDER 3 HEADINGS--(1) EDUCATIONAL, (2) SOCIOECONOMIC, AND (3) TEACHER RATING FACTORS. THE FINDINGS REVEAL THAT THERE ARE SIGNIFICANT DIFFERENCES AT THE .05 PERCENT LEVEL AMONG SOME OF THE MEAN SCORES IN ALL THREE CATEGORIES OF KINDS, NUMBERS, AND LEVELS OF PROGRESSION OF 4-H PROJECTS. THERE WAS A TENDENCY FOR BOYS TAKING THE MOST PROJECTS AND ATTAINING THE HIGHEST LEVEL OF PROGRESSION TO BE LOWER ACHIEVERS IN SCHOOL. THE DIFFERENCES AMONG ACHIEVEMENT SCORES FOR GIRLS WERE SMALLER THAN THE DIFFERENCES FOR THESE SCORES AMONG BOYS. BOYS TAKING SHEEP AND GARDEN PROJECTS HAD LOWER SOCIOECONOMIC SCORES THAN BOYS IN DAIRY, ELECTRICAL, AND WOODWORKING PROJECTS. THESE FINDINGS HAVE INDICATED THAT THE TYPE OF PROJECT ACTIVITY AVAILABLE IN HOME ECONOMICS MAY ATTRACT GIRLS WHOSE ACADEMIC CHARACTERISTICS ARE SUPERIOR TO THE BOYS. ON THE BASIS OF THE FINDINGS, THE INVESTIGATORS QUESTION THE WISDOM OF ENCOURAGING AN INDETERMINATELY LENGTHY MEMBERSHIP IN 4-H CLUB WORK BY MEANS OF WHICH SOME 4-H AWARD WINNERS MAY OUTLAST RATHER THAN OUTWIN THEIR COMPETITORS. (WB)

ED 003 255 24

ITEM ANALYSIS, TEST DESIGN, AND CLASSIFICATION.
BY- SOLOMON, HERBERT
STANFORD UNIV., CALIF.
REPORT NUMBER CRP-1327
EDRS PRICE MF-$0.54 HC-$15.40 385P.

DESCRIPTORS- *DATA ANALYSIS, *MATHEMATICAL APPLICATIONS, *MEASUREMENT INSTRUMENTS, *MODELS, *TEST CONSTRUCTION, CALIFORNIA, FACTOR ANALYSIS, MATHEMATICAL CONCEPTS, MATHEMATICS, PROBABILITY, QUESTIONNAIRES, RESEARCH METHODOLOGY, STANFORD, STATISTICAL ANALYSIS, TEST SELECTION, TESTS,

THE THEME OF THIS PROGRAM WAS THE USE OF PROBABILISTIC MODELS AS MEASUREMENT TOOLS FOR EXPERIMENTAL DESIGN IN TEST CONSTRUCTION AND FOR ANALYSIS OF TEST DATA. SOME CENTRAL ISSUES IN THIS FIELD ARE DISCUSSED AND RESOLVED IN THE FIRST FOUR CHAPTERS OF THE REPORT UNDER THE FOLLOWING TITLES--(1) CONTRIBUTIONS TO ITEM SELECTION, (2) CLUSTERING PROCEDURES, (3) ASYMPTOTIC EFFICIENCES OF SOME TESTS OF INDEPENDENCE USED ON ITEM SELECTION, AND (4) THE SCORING OF MULTIPLE-CHOICE QUESTIONNAIRES. THE REMAINING CHAPTERS ARE STUDIES OF A NUMBER OF METHODOLOGICAL ISSUES WHICH AROSE IN THE CONSIDERATION OF THE ABOVE CENTRAL ISSUES, AS FOLLOWS--(1) THE USE AND INTERPRETATION OF PRINCIPAL COMPONENT ANALYSIS IN APPLIED RESEARCH, (2) TESTING FOR THE EQUALITY OF CORRELATION COEFFICIENTS FOR VARIOUS MULTIVARIATE MODELS, (3) ASYMPTOTIC DISTRIBUTION OF FUNCTIONS OF A CORRELATION MATRIX, (4) ORDER STATISTICS IN TWO DIMENSIONS, (5) A DECOMPOSITION OF DICHOTOMOUS RANDOM VARIABLES INTO INDEPENDENT COMPONENTS OF VARIATION, AND (6) SOME APPLICATIONS OF FINITE BOOLEAN ALGEBRAS TO DATA ANALYSIS. (LP)

ED 003 256 24

FACTORS ASSOCIATED WITH THE ACHIEVEMENT OF ADULT STUDENTS.
BY- WIENTGE, KING M. DUBOIS, PHILIP H.
WASHINGTON UNIV., ST.LOUIS, MO.
REPORT NUMBER CRP-1338 PUB DATE 64
EDRS PRICE MF-$0.18 HC-$3.32 83P.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *ADULT STUDENTS, *COUNSELING, *PREDICTIVE ABILITY (TESTING), *STUDENT TESTING, ADULT EDUCATION, BENNETT MECHANICAL COMPREHENSION TEST, COMPARATIVE READING TEST, EMPLOYMENT APTITUDE SURVEY, MISSOURI, PREDICTION, QUESTIONNAIRES, SAINT LOUIS, STRONG VOCATIONAL INTEREST BLANK, TESTING, WESMAN PERSONNEL CLASSIFICATION TEST,

AN ATTEMPT WAS MADE TO EVALUATE WHETHER (1) BIOGRAPHICAL DATA AND (2) MEASURES OF APTITUDES, ABILITIES, INTERESTS, AND MOTIVATIONAL CHARACTERISTICS ARE RELATED TO THE ACADEMIC SUCCESS OF ADULT STUDENTS. DETERMINATIONS WERE MADE, ALSO, ON WHETHER MEASURES OF SUCH DATA AND CHARACTERISTICS CAN BE USED TO PREDICT ACADEMIC SUCCESS IN THE SEVERAL AREAS OF INSTRUCTION NORMALLY FOUND IN AN EVENING ADULT EDUCATION PROGRAM. A 55-QUESTION, BIOGRAPHICAL INFORMATION BLANK WAS COMPLETED BY MORE THAN 8,000 ADULT STUDENTS DURING TWO REGISTRATION PERIODS OF THE UNIVERSITY COLLEGE EVENING PROGRAM AT WASHINGTON UNIVERSITY. IN ADDITION, APPROXIMATELY 400 STUDENTS (1) RECEIVED A 6-HOUR BATTERY OF VOCATIONAL-EDUCATIONAL APPRAISAL TEST, (2) REVIEWED, INDIVIDUALLY, THEIR TEST SCORES WITH A PROFESSIONAL COUNSELOR, AND (3) COMPLETED TESTS TO MEASURE ACADEMIC ACHIEVEMENT IN AT LEAST ONE CLASS AT THE BEGINNING OF THE SEMESTER AND AGAIN AT THE END. RESULTS INDICATED THAT THE USE OF BIOGRAPHICAL INFORMATION, PLUS THE STANDARD BATTERY OF TESTS, FORMED A GOOD BASE FOR ACHIEVEMENT PREDICTION. COUNSELOR JUDGMENTS IN THIS PROJECT APPEARED TO HAVE DOUBTFUL PREDICTIVE VALIDITY. (JM)

ED 003 257 24

DETERMINATION OF "STRUCTURE-OF-INTELLECT" ABILITIES INVOLVED IN NINTH-GRADE ALGEBRA AND GENERAL MATHEMATICS.
BY- PETERSEN, H. AND OTHERS
UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES
REPORT NUMBER CRP-1342 PUB DATE OCT 63
REPORT NUMBER 31
EDRS PRICE MF-$0.09 HC-$1.68 42P.

DESCRIPTORS- *ACADEMIC APTITUDE, *FACTOR ANALYSIS, *MATHEMATICS INSTRUCTION, *PREDICTIVE ABILITY (TESTING), *TEST VALIDITY, ACHIEVEMENT TESTS, APTITUDE TESTS, CALIFORNIA, LEARNING PROCESSES, LOS ANGELES, NINTH GRADE,

NEW INTELLECTUAL APTITUDES WERE INVESTIGATED TO DETERMINE TO WHAT EXTENT THEY INFLUENCE ACHIEVEMENT IN NINTH-GRADE ALGEBRA AND GENERAL MATHEMATICS COURSES. TESTS AND CRITERIA WERE COMPLETED FOR APPROXIMATELY 400 STUDENTS IN THE NINTH GRADE. THEY WERE ENROLLED IN ONE OF FOUR MATHEMATICS COURSES AND ADMINISTERED ACHIEVEMENT EXAMINATIONS UPON COMPLETION. THE ROLES OF SEPARATE FACTORS WERE INFERRED FROM THE BETA WEIGHTS OF THE EQUATIONS. SOME OF THE CONCLUSIONS WERE THAT STANDARD TESTS DO AS WELL AS FACTOR TESTS IN PREDICTION, AND THAT COURSE LEVEL INFLUENCES THE FACTORS INVOLVED. FURTHER RESEARCH IS SUGGESTED TO STUDY APTITUDE WITH A BROADER SAMPLING OF INTELLECTUAL ABILITIES. (RS)

ED 003 258 24

THE EFFECTS OF ORIENTATION TO TESTING ON MOTIVATION FOR AND OUTCOMES OF TEST INTERPRETATION.
BY- LISTER, JAMES L. OHLSEN, MERLE M.
ILLINOIS UNIV., URBANA, COLL. OF EDUCATION
REPORT NUMBER CRP-1344 PUB DATE 62
EDRS PRICE MF-$0.27 HC-$6.24 156P.

DESCRIPTORS- *EVALUATION, *PRETESTING, *SELF EVALUATION, *STUDENT MOTIVATION, *STUDENTS, COUNSELORS, ELEMENTARY SCHOOL STUDENTS, HIGH SCHOOL STUDENTS, ILLINOIS, INTERVIEWS, MOTIVATION, SELF CONCEPT, TEST RESULTS, TESTING, URBANA,

A STUDY WAS UNDERTAKEN TO INVESTIGATE THE EFFECTS OF PRETESTING ORIENTATION UPON (1) STUDENTS' MOTIVATION FOR LEARNING TEST RESULTS AND (2) THE CHANGES IN ACCURACY OF SELF-ESTIMATES RESULTING FROM TEST INTERPRETATION. FIVE SCHOOL SYSTEMS WERE SELECTED FOR PARTICIPATION IN THE STUDY. TWO RECEIVED THE ORIENTATION TREATMENT, TWO THE ROUTINE TREATMENT, AND ONE WAS USED TO STUDY THE EFFECTS OF COMMUNICATION UPON TESTING. THE SUBJECTS WERE FROM GRADES 5, 7, 9, AND 11. PRETESTING ORIENTATION CONSISTED OF PRESENTING STUDENTS WITH A PREPARED STATEMENT ABOUT TESTING, THE KINDS OF TESTS THEY WOULD TAKE, WHAT USES COULD BE MADE OF TESTS, AND WHAT STUDENTS COULD LEARN ABOUT THEMSELVES FROM THE

TESTS. FOLLOWING ORIENTATION, BOTH TREATMENT GROUPS COMPLETED A SELF-RATING INSTRUMENT, TOOK THE TEST BATTERY, AND COMPLETED THE SELF-RATING DEVICE A SECOND TIME. STUDENTS WERE GIVEN AN OPPORTUNITY TO REQUEST TEST INTERPRETATION INTERVIEWS WITH COUNSELORS. TESTS WERE FIRST INTERPRETED TO STUDENTS REQUESTING INTERVIEWS AND LAST TO THOSE NOT REQUESTING INTERVIEWS. THE SELF-RATING DEVICE WAS COMPLETED A THIRD TIME FOLLOWING THE COUNSELOR INTERVIEW. THE DATA TENTATIVELY INDICATED A RELATIONSHIP BETWEEN ORIENTATION AND MOTIVATION FOR TEST INTERPRETATION. SIGNIFICANT INCREASES IN ACCURACY OF SELF-ESTIMATES OCCURRED FOLLOWING TEST INTERPRETATION. IN LIGHT OF THE FINDINGS, RECOMMENDATIONS WERE MADE CONCERNING--(1) IMPROVED GUIDANCE PRACTICE, (2) FUTURE RESEARCH IN THE AREA OF TEST INTERPRETATION, AND (3) EXPLORATORY ANALYSIS OF THE DATA GATHERED DURING THE PRESENT STUDY. (JC)

ED 003 259 24

TWENTY-FIVE YEAR FOLLOW-UP OF EDUCATIONAL-VOCATIONAL COUNSELING.
BY- CAMPBELL, DAVID P.
MINNESOTA UNIV., MINNEAPOLIS
REPORT NUMBER CRP-1346 PUB DATE 63
EDRS PRICE MF-$0.27 HC-$7.92 198P.

DESCRIPTORS- *ACHIEVEMENT, *EDUCATIONAL COUNSELING, *GRADUATE SURVEYS, *SOCIAL VALUES, *VOCATIONAL COUNSELING, COMPARATIVE ANALYSIS, COUNSELING, INTERVIEWS, MINNEAPOLIS, MINNESOTA, MINNESOTA MULTIPHASIC PERSONALITY INVENTORY (MMPI), QUESTIONNAIRES, STRONG VOCATIONAL INTEREST BLANK, SURVEYS,

A DETERMINATION OF THE LONG-TERM (25 YEARS) EFFECTS OF EDUCATIONAL-VOCATIONAL COUNSELING WAS THE PURPOSE OF THE STUDY. DATA FROM AN EARLIER STUDY (WILLIAMSON AND BORDIN) CONDUCTED AT THE UNIVERSITY OF MINNESOTA IN 1933 TO 1936 WERE USED. THESE AUTHORS COMPARED THE ACADEMIC ADJUSTMENTS OF STUDENTS WHO HAD SOUGHT AND RECEIVED COUNSELING WITH STUDENTS WHO HAD NOT. TWO GROUPS WERE SELECTED, IN APPROXIMATELY 380 PAIRS. APPROXIMATELY 730 STUDENTS COMPLETED A SELF-ADMINISTERED QUESTIONNAIRE WHICH WAS FOLLOWED BY A STRUCTURED INTERVIEW. THE ANALYSIS CONSISTED OF STRAIGHT FORWARD COMPARISONS BETWEEN COUNSELED AND NONCOUNSELED GROUPS. A RATING SCALE (CONTRIBUTION TO SOCIETY) WAS DEVELOPED AND APPLIED. JUDGES RATED EACH OF THE STUDENTS ON A FIVE-POINT SCALE WORKING FROM ALL DATA AVAILABLE ON EACH PERSON. RESULTS INDICATED THAT COUNSELED STUDENTS RANKED SLIGHTLY HIGHER ON MEASURES OF SCHOLASTIC APTITUDE AND ACHIEVEMENT. THEY EXPRESSED SLIGHTLY MORE DISCOMFORT WITH LIFE AS MEASURED ON THE MMPI-TYPE ITEMS. OTHER CONCLUSIONS INDICATED THAT COUNSELING WAS DIRECTLY ASSOCIATED WITH SUCCESS IN THE UNIVERSITY. ALSO, THE COUNSELED STUDENTS EARNED BETTER GRADES, MORE AND HIGHER ACADEMIC HONORS, PARTICIPATED MORE OFTEN IN CAMPUS ACTIVITIES, AND WERE ELECTED MORE OFTEN TO OFFICES IN THOSE ACTIVITIES. TWENTY-FIVE YEARS LATER, THE COUNSELED STUDENTS STILL WERE MORE SUCCESSFUL. COUNSELED MEN REPORTED SLIGHTLY HIGHER INCOMES AND APPARENTLY HAD CONTRIBUTED MORE TO SOCIETY THAN THE NONCOUNSELED MEN. DIFFERENCES 25 YEARS LATER, HOWEVER, WERE ALL VERY SLIGHT. FORMER STUDENTS' RECOLLECTIONS ABOUT THEIR COUNSELING 25 YEARS EARLIER WERE FAVORABLE. (HB)

ED 003 260 24

VALIDATION OF THE MINNESOTA VOCATIONAL INTEREST INVENTORY FOR VOCATIONAL HIGH SCHOOL BOYS, PART 1.
BY- BARNETTE, W. LESLIE MCCALL, JOHN N.
STATE UNIV. OF N.Y., BUFFALO
REPORT NUMBER CRP-1350-PT-1 PUB DATE 1 JUL 63
EDRS PRICE MF-$0.18 HC-$2.68 67P.

DESCRIPTORS- *ETHNIC GROUPS, *TEST VALIDITY, *VOCATIONAL EDUCATION, *VOCATIONAL HIGH SCHOOLS, *VOCATIONAL INTERESTS, BUFFALO, GRADE 12, GRADE 9, HIGH SCHOOL STUDENTS, MALE, MINNESOTA VOCATIONAL INTEREST INVENTORY (MVII), NEW YORK, TEST INTERPRETATION, VOCATIONAL COUNSELING,

AN INVESTIGATION WAS MADE OF THE MINNESOTA VOCATIONAL INTEREST INVENTORY (MVII) PATTERNS AND VOCATIONAL ENROLLMENT TO AID IN THE SELECTION AND COUNSELING OF STUDENTS. OVER 1,000 HIGH SCHOOL BOYS IN THE 9TH AND 12TH GRADES WERE TESTED. A VARIETY OF VARIABLES WERE TESTED INCLUDING ETHNIC DISTRIBUTION. THE MVII WAS FOUND VALID IN SOME AREAS AND LACKING IN OTHERS. THE SUGGESTED CHANGES FOR THE MVII ARE TO LOWER THE TECHNICAL VOCABULARY LEVEL AND TO ELIMINATE THE KEYS IRRELEVANT TO VOCATIONAL CURRICULUMS. (RS)

ED 003 261 24

STUDIES OF THE EFFECTS OF SYSTEMATIC VARIATION OF CERTAIN CONDITIONS RELATED TO LEARNING. III. TASK CONDITIONS.
BY- BLAKE, KATHRYN A. AND OTHERS
GEORGIA UNIV., ATHENS
REPORT NUMBER CRP-1356 PUB DATE 64
CLARKE COUNTY SCHOOL DISTRICT, ATHENS, GA.
EDRS PRICE MF-$0.45 HC-$13.08 327P.

DESCRIPTORS- *INTELLIGENCE DIFFERENCES, *LEARNING, *MENTALLY HANDICAPPED, *TASK PERFORMANCE, ATHENS, GEORGIA, GIFTED, LEARNING PROCESSES, LEARNING THEORIES, MEASUREMENT TECHNIQUES, PROBLEM SOLVING, REINFORCEMENT,

A SERIES OF RESEARCH PROGRAMS CONCERNED WITH THE EFFECTS OF SYSTEMATIC VARIATIONS OF CERTAIN CONDITIONS RELATED TO LEARNING HAS BEEN CONDUCTED. PROJECTS PREVIOUSLY REPORTED INCLUDED TWO INVESTIGATIONS OF REINFORCEMENT AND SUBJECT VARIABLES AND ONE ON THE STUDY OF PRACTICE AND SUBJECT VARIABLES. THE NATURE OF THE OVERALL PROGRAM WAS DISCUSSED IN DETAIL IN AN EARLIER REPORT (BLAKE, 1961). THIS INVESTIGATION, THE FOURTH OF THE SERIES, DEALT WITH THE EFFECTS OF SYSTEMATIC VARIATIONS IN TASK CONDITIONS ON THE LEARNING PERFORMANCE OF INTELLECTUALLY RETARDED, INTELLECTUALLY NORMAL, AND INTELLECTUALLY SUPERIOR STUDENTS. THE SUBJECT POPULATION CONSISTED OF STUDENTS REPRESENTING DIFFERENT CHRONOLOGICAL AND MENTAL AGES. THE SUBJECTS WERE ADMINISTERED TASKS IN WHICH THE CHARACTERISTICS OF THE MATERIALS AND PROCEDURES WERE SPECIFIED BY SEVERAL OVERLAPPING TASK CONDITIONS--TYPE OF MATERIAL, RESPONSE, LEVEL OF LEARNING, AND ABSTRACTNESS. THE CRITERION MEASURE WAS THE NUMBER OF ITEMS WHICH THE SUBJECT COMPLETED SUCCESSFULLY ON TESTS AFTER A SPECIFIED NUMBER OF TASK TRIALS. IT WAS CONCLUDED THAT TASK COMPLEXITY, ABSTRACTNESS LEVEL, TASK LENGTH, METHOD OF APPROACH, AND TYPE OF PRESENTATION AFFECT LEARNING. LIMITATIONS TO THE FINDINGS ARE DISCUSSED. (JC)

ED 003 262 24

LEGAL PROBLEMS IN THE ADMINISTRATION OF EDUCATION BY EDUCATIONAL AND NONEDUCATIONAL GOVERNMENT AGENCIES.
BY- MCCANN, LLOYD E.
ARIZONA UNIV., TUCSON
REPORT NUMBER CRP-1359 PUB DATE 64
EDRS PRICE MF-$0.27 HC-$7.12 178P.

DESCRIPTORS- *ADMINISTRATION, *EDUCATION, *GOVERNMENT ROLE, *LEGAL PROBLEMS, *SCHOOL SYSTEMS, ADMINISTRATIVE AGENCIES, ARIZONA, EDUCATIONAL FACILITIES, EDUCATIONAL LEGISLATION, EDUCATIONAL OBJECTIVES, INTERAGENCY COORDINATION, INTERAGENCY PLANNING, LAWS, TUCSON,

THE INTERGOVERNMENTAL CONTROLS THROUGH WHICH PUBLIC EDUCATION IS ADMINISTERED IN THE UNITED STATES WERE ANALYZED DURING THE STUDY. THIS WAS ACCOMPLISHED BY APPLYING THE PROCEDURES OF LEGAL RESEARCH TO AN EXAMINATION OF THE PROVISIONS GOVERNING EDUCATION AS FOUND IN THE STATUTES, COURT DECISIONS, RULINGS AND REGULATIONS OF GOVERNMENTAL AGENCIES, AND RELATED MATERIALS. THE RESULTS OF THE STUDY ARE PRESENTED UNDER FOUR GENERAL HEADINGS--(1) THE LEGAL ORGANIZATION OF THE AMERICAN SCHOOL SYSTEM, (2) THE FINANCIAL ADMINISTRATION OF SCHOOLS, (3) THE ADMINISTRATION OF THE SCHOOL PLANT, AND (4) INTERGOVERNMENTAL ADMINISTRATION OF SCHOOLS BY SPECIAL AGENCIES. MAJOR CONCLUSIONS OF THIS STUDY INCLUDE--(1) THE FUNCTIONS OF GOVERNMENT ARE SOMETIMES PERFORMED THROUGH THE ACTIVITIES OF TWO OR MORE AGENCIES, (2) PROVISIONS FOR THE INTERGOVERNMENTAL CONTROL OF EDUCATION HAVE HAD VARIABLE EFFECTIVENESS UNDER DIFFERING SOCIAL CONDITIONS, (3) THE GROWING BODY OF LEGISLATIVE ENACTMENTS INDICATES A TREND FROM THE TRADITIONAL DEPENDENCE UPON LOCAL GOVERNMENT TOWARD THE CENTRALIZATION OF CERTAIN ASPECTS OF EDUCATIONAL GOVERNMENT, AND (4) THE EVIDENCE EXAMINED IN THE PRESENT STUDY INDICATES THAT THERE MAY BE MORE RATHER THAN LESS INTERGOVERNMENTAL CONTROL OF PUBLIC EDUCATION WITH THE PASSAGE OF TIME. (WB)

ED 003 263 24

DEVELOPMENT OF AN INSTRUMENT FOR ELICITING AND EVALUATING VOCATIONAL IMAGERY.
BY- MATHEWSON, ROBERT H. ORTON, JOHN W.
CITY UNIV. OF NEW YORK, DIV. OF TEACHER EDUCATION
REPORT NUMBER CRP-1368 PUB DATE 62
EDRS PRICE MF-$0.27 HC-$5.60 140P.

DESCRIPTORS- *EVALUATION, *HIGH SCHOOL STUDENTS, *MEASUREMENT INSTRUMENTS, *PSYCHOLOGICAL TESTING, *VOCATIONAL INTERESTS, NEW YORK, NEW YORK CITY, PSYCHOMETRICS, QUESTIONNAIRES, STUDENT ATTITUDES, STUDENT CHARACTERISTICS, VOCATIONAL COUNSELING, VOCATIONAL EDUCATION, WHAT I THINK OF MYSELF TEST,

THIS STUDY WAS CONDUCTED TO (1) PRODUCE AN INSTRUMENT FOR ELICITING VOCATIONAL IMAGERY FOR USE IN THE EDUCATIONAL-VOCATIONAL ORIENTATION AND COUNSELING OF HIGH SCHOOL YOUTH, AND (2) DEVELOP A SCALE FOR EVALUATING THE MATURITY OF THE VOCATIONAL IMAGERY ELICITED BY THE INSTRUMENT. A PREVIOUSLY DESIGNED INSTRUMENT, "WHAT I THINK OF MYSELF" (A SEMIPROJECTIVE TYPE FOR CONTROLLED COMPOSITION), WAS REVISED ON THE BASIS OF ANALYSES OF OVER 280 PROTOCOLS OBTAINED ON EARLIER PILOT STUDIES. THE MODIFIED QUESTIONNAIRE WAS READMINISTERED TO OVER 210 STUDENTS IN THE EIGHTH, ELEVENTH, AND TWELFTH GRADES FROM THREE PUBLIC SCHOOLS. RESULTING PROTOCOLS WERE ANALYZED, PRIMARILY, ON THE BASES OF AUTHENTICITY, VARIETY, COMPREHENSIVENESS, AND MEANINGFULNESS OF THE STUDENT DISCLOSURES. STUDY PROTOCOLS WERE RATED BY SELECTED JUDGES IN TERMS OF THE DEGREE OF VOCATIONAL MATURITY EVIDENCED, TO DEVELOP AN INDUCTIVE "MATURITY SCALE." MATURITY ASSESSMENTS WERE CORRELATED WITH DATA OBTAINED FROM STUDENTS' CUMULATIVE RECORDS AND WITH VOCATIONAL CHOICES MANIFESTED IN DECLARATIONS OF PLANS TO SCHOOL COUNSELORS. IMMATURITY EVIDENCED IN STUDENTS' VOCATIONAL THINKING AND IMAGERY WAS CHARACTERIZED BY CONFUSION, STEREOTYPED OUTLOOKS AND ASPIRATIONS, AND OMNIPOTENT FANTASY. THE MODIFIED QUESTIONNAIRE APPEARED TO REACH A DEEPER LEVEL OF INVOLVEMENT AND FANTASY EXPRESSION OF STUDENTS THAN HAD BEEN SHOWN PREVIOUSLY BY OTHER STRUCTURED METHODS. IN GENERAL, THE RESEARCH PRODUCED INSIGHTS ON HOW TO BE MORE EFFECTIVE IN REACHING STUDENTS AT SIGNIFICANT LEVELS, TO ELICIT VOCATIONAL MATERIAL, AND TO ENHANCE THEIR AWARENESS AND UNDERSTANDING OF THEMSELVES. (HB)

ED 003 264 24

THE COMPREHENSION OF RAPID SPEECH BY THE BLIND, PART II.
BY- FOULKE, EMERSON
LOUISVILLE UNIV., KENTUCKY
REPORT NUMBER CRP-1370 PUB DATE 64
EDRS PRICE MF-$0.09 HC-$1.56 39P.

DESCRIPTORS- *BLIND CHILDREN, *COMPREHENSION, *INSTRUCTIONAL MATERIALS, *SPEAKING, *SPECIAL EDUCATION, *SPEECH COMPRESSION, BRAILLE, KENTUCKY, LOUISVILLE, SPEED READING, TAPE RECORDINGS,

PROBLEMS INVOLVED IN THE COMPREHENSION OF COMPRESSED SPEECH WERE DEFINED. RECORDED AURAL SPEECH WAS PRESENTED AT VARIOUS RATES BY MODIFICATION OF TAPE RECORDING AND PLAYBACK EQUIPMENT. FOUR TRAINING METHODS WERE EVALUATED USING SEVENTH-, EIGHTH-, AND NINTH-GRADE BLIND STUDENTS AS SUBJECTS. SIGNIFICANT DIFFERENCES IN TRAINING METHODS WERE NOT DEMONSTRATED. ALTERNATE METHODS OF PRODUCING RAPID SPEECH WERE ALSO EVALUATED. THE "SAMPLING METHOD" WAS COMPARED WITH THE "SPEED CHANGING METHOD" AND SIGNIFICANT DIFFERENCES WERE NOT FOUND. THE AUTHORS CONCLUDED THAT SUBJECTS MUST HAVE GREATER EXPERIENCE AND MOTIVATION BEFORE EITHER TRAINING METHODS OR METHODS OF RAPID SPEECH PRODUCTION CAN BE EVALUATED. (JK)

ED 003 265 24

PATTERNS OF MASTERY AND CONFLICT RESOLUTION AT THE ELEMENTARY SCHOOL LEVEL.
BY- MINUCHIN, PATRICIA AND OTHERS
BANK STREET COLL. OF EDUCATION, NEW YORK, N.Y.
REPORT NUMBER CRP-1401 PUB DATE 64
EDRS PRICE MF-$0.36 HC-$9.20 230P.

DESCRIPTORS- *FAMILY INFLUENCE, *FAMILY SCHOOL RELATIONSHIP, *PSYCHOLOGICAL PATTERNS, *SCHOOL ENVIRONMENT, BACKGROUND, FAMILY BACKGROUND, FAMILY ENVIRONMENT, GRADE 4, NEW YORK, NEW YORK CITY, PSYCHOEDUCATIONAL PROCESSES, SCHOOL CONDITIONS,

EFFORTS WERE DIRECTED TOWARD THE EXPLORATION OF CONNECTIONS BETWEEN THE HOME AND SCHOOL BACKGROUND INFLUENCES

OF FOURTH-GRADE CHILDREN, AND THE PATTERNS OF RESPONSE THROUGH WHICH CHILDREN MASTER CHALLENGE, REACT TO OPPORTUNITY, AND EXPRESS AND HANDLE CONFLICT. THIS CURRENT RESEARCH WAS BUILT UPON AN EARLIER STUDY WHICH ASSESSED THE EFFECTS OF MODERN AND TRADITIONAL SCHOOLING ON THE PSYCHOLOGICAL FUNCTIONING OF CHILDREN. IN THE STUDY REPORTED HERE, THE SAME DATA HAVE BEEN USED, BUT THE ANALYSES HAVE BEEN EXPANDED, THE MATERIAL REORGANIZED, AND DIFFERENT ASPECTS HAVE BEEN BROUGHT INTO FOCUS. PROCEDURES, RESULTS, AND CONCLUSIONS DEAL WITH--(1) THE ANTECEDENTS OF CHILDREN'S MASTERY PATTERNS EXAMINING THE CHARACTERISTICS OF MODERN AND TRADITIONAL FAMILIES, AND (2) CHILDREN'S MASTERY PATTERNS, WITH THE HOME AND SCHOOL AS INFLUENTIAL FACTORS. PART TWO IS CONCERNED WITH CHILDREN'S INVOLVEMENT IN FAMILY LIFE. PART THREE FOCUSES ON ACHIEVEMENTS IN SCHOOL. (JC)

ED 003 266 24

EDUCATION AND SOCIAL CHANGE--A STUDY OF THE ROLE OF THE SCHOOL IN A TECHNICALLY DEVELOPING SOCIETY IN CENTRAL ASIA.
BY- MEDLIN, WILLIAM K. AND OTHERS
MICHIGAN UNIV., ANN ARBOR,SCH. OF EDUCATION
REPORT NUMBER CRP-1414 PUB DATE DEC 65
REPORT NUMBER CRP-2620
EDRS PRICE MF-$0.72 HC-$19.16 479P.

DESCRIPTORS- *CHANGE AGENTS, *CHANGING ATTITUDES, *EDUCATIONAL CHANGE , *FOREIGN COUNTRIES, *INTERNATIONAL EDUCATION, *SOCIAL CHANGE , ANN ARBOR, MICHIGAN, MUSLIM, SOCIAL VALUES, SOCIOCULTURAL PATTERNS, SOCIOECONOMIC INFLUENCES, SOVIET EDUCATION, TAJIK, TURKISTAN, UZBEK, UZBEKISTAN,

A DEFINITION OF THE RANGE OF INFLUENCE OF THE UZBEK TEACHER AS AN AGENT OF SOCIOCULTURAL CHANGE IN SOVIET UZBEKISTAN AND A DETERMINATION OF THE ROLE OF THE TEACHER IN TRANSMITTING NEW VALUES AND REINTERPRETING TRADITIONAL CULTURES WERE THE MAJOR PURPOSES OF THE STUDY. AN INTERDISCIPLINARY APPROACH WAS USED WHEREIN HISTORICAL-CULTURAL, PSYCHOLOGICAL, AND SOCIOLOGICAL RESEARCH METHODS WERE USED. POLICIES AND METHODS WHICH SOVIET AUTHORITIES PURSUED OVER A 40-YEAR PERIOD IN UZBEKISTAN HAVE MET WITH QUALIFIED SUCCESS. THE MAJOR CONCLUSION OF THE STUDY WAS THAT THE SCHOOL WAS PERFORMING SPECIFIC AND VITAL ROLES OF CHANGE. THE FORMULATION OF THE UNDERLYING PRINCIPLES OF THIS POSITION INTO A THEORY THAT DEFINES A MODEL FOR SOCIOCULTURAL CHANGE IS A GENUINE POSSIBILITY, BUT WILL DEPEND UPON FURTHER WORK IN THIS FIELD. (HB)

ED 003 267 24

RELATIONSHIP OF GROUP COUNSELING TO SUBSEQUENT ACADEMIC PERFORMANCE AT THE COLLEGE LEVEL.
BY- MATHIEU, PHILIPPA L. AND OTHERS
WISCONSIN UNIV., MADISON
REPORT NUMBER CRP-1417 PUB DATE 62
EDRS PRICE MF-$0.27 HC-$5.40 135P.

DESCRIPTORS- *ACADEMIC PERFORMANCE, *COLLEGE STUDENTS, *GROUP COUNSELING, *PERSONAL RELATIONSHIP, *SOCIAL DEVELOPMENT, ACADEMIC ACHIEVEMENT, BARRETT LEONARD RELATIONSHIP INVENTORY, COUNSELORS, HIGH ACHIEVERS, LOW ACHIEVERS, MADISON, MINNESOTA MULTIPHASIC PERSONALITY INVENTORY, PERSONAL VALUES, WECHSLER ADULT INTELLIGENCE SCALE, WISCONSIN,

THE RELATIONSHIPS BETWEEN PERSONAL-INTERPERSONAL VARIABLES AND ACADEMIC PERFORMANCE WERE STUDIED. AN ATTEMPT WAS MADE TO DESCRIBE SOME OF THESE RELATIONSHIPS, AND TO DISCOVER PRACTICABLE MEANS OF FACILITATING THE KINDS OF GROWTH WHICH LEAD TO SOCIAL AWARENESS, PERSONAL COMPETENCE, AND ACADEMIC EXCELLENCE ON THE PART OF THE COLLEGE STUDENT. STUDENTS (ABOUT 300 IN ALL) USED IN THE STUDY WERE RANDOMLY SELECTED FROM HIGH-ACHIEVING AND LOW-ACHIEVING GROUPS IN A FRESHMAN ANTHROPOLOGY COURSE. THEY WERE ASSIGNED TO FOUR SUBGROUPS--(1) A COUNSELING GROUP DIRECTED BY AN EXPERIENCED GROUP LEADER, (2) A COUNSELING GROUP DIRECTED BY A SCHOOL COUNSELOR EXPERIENCED IN INDIVIDUAL THERAPY, (3) A CONTROL GROUP INVOLVED IN REMEDIAL STUDY, AND (4) A NO-TREATMENT GROUP. THE COUNSELING GROUPS MET TWICE WEEKLY FOR A PERIOD OF 8 WEEKS. PSYCHOMETRIC AND ACADEMIC ACHIEVEMENT DATA WERE GATHERED BEFORE AND AFTER COUNSELING. GROUP INTERACTION DATA WERE OBTAINED FROM TAPE RECORDINGS OF ALL COUNSELING SESSIONS. AMONG THE SIGNIFICANT RESULTS WERE--(1) ACADEMIC PERFORMANCE WAS NEGATIVELY RELATED TO RIGID AND AUTHORITARIAN ATTITUDES, (2) NO DIRECT RELATIONSHIP WAS FOUND BETWEEN GROUP PARTICIPATION AND EITHER ACADEMIC EXCELLENCE OR PERSONAL MATURITY, (3) HIGH-ACHIEVING STUDENTS TENDED TO BENEFIT MORE FROM GROUP INTERACTION THAN DID LOW ACHIEVERS, AND (4) GROUP COUNSELING TENDED TO BE ASSOCIATED WITH PERSONALITY AND CHANGES IN INTERPERSONAL PERCEPTION. (JC)

ED 003 268 24

STRATEGIES OF LEARNING AND EFFICIENCY OF CONCEPT ATTAINMENT BY INDIVIDUALS AND GROUPS.
BY- KLAUSMEIER, HERBERT J. AND OTHERS
WISCONSIN UNIV., MADISON, SCH. OF EDUC.
REPORT NUMBER CRP-1442 PUB DATE JUL 64
EDRS PRICE MF-$0.27 HC-$5.44 136P.

DESCRIPTORS- *ACADEMIC PERFORMANCE, *COLLEGE STUDENTS, *CONCEPT FORMATION, *GROUP INSTRUCTION, *LEARNING PROCESSES, EDUCATIONAL PSYCHOLOGY, GROUP EXPERIENCES, GROUPING (INSTRUCTIONAL PURPOSES), LEARNING THEORIES, MADISON, PERFORMANCE, WISCONSIN,

AN ATTEMPT WAS MADE TO IDENTIFY AND CLASSIFY THE STRATEGIES OF INDIVIDUALS AND GROUPS IN ATTAINING CONCEPTS AND TO RELATE THE VARIOUS STRATEGIES TO EFFICIENCY OF LEARNING. THE PROJECT, CONSISTING OF A SERIES OF 10 EXPERIMENTS, WAS CARRIED OUT OVER A 3-YEAR PERIOD. IN EACH SUCCESSIVE SEMESTER AND SUMMER SESSION, STUDENTS ENROLLED IN EDUCATIONAL PSYCHOLOGY PARTICIPATED IN THE EXPERIMENTS AS INDIVIDUALS OR AS MEMBERS OF GROUPS OF VARYING SIZE. EXPERIMENTS WERE CONDUCTED TO DETERMINE THE SIZE AT WHICH THE MEAN EFFICIENCY OF GROUPS IS LESS THAN THE MEAN EFFICIENCY OF INDIVIDUALS WORKING ALONE. IN ADDITION TO GROUP SIZE, THE TYPE OF MATERIAL IN WHICH THE CONCEPTS ARE EMBEDDED, TYPE OF INSTRUCTION, AND THE MEANINGFULNESS OF THE TASKS WERE SYSTEMATICALLY MANIPULATED TO DETERMINE THEIR EFFECTS UPON THE DEPENDENT VARIABLES--STRATEGIES OF LEARNING AND EFFICIENCY OF PERFORMANCE. FIVE HYPOTHESES WERE TESTED. A DISCUSSION OF THE DIFFICULTY CHARACTERISTICS AND EFFECTS OF SELECTED VARIABLES ON INFORMATION PROCESSING AND INFORMATION UTILIZATION DURING CONCEPT ATTAINMENT IS INCLUDED. (JC)

ED 003 269 24

TRAINING IN PROBLEM SOLVING.
BY- RIMOLDI, H.J.A. AND OTHERS
LOYOLA UNIV., CHICAGO, ILL., PSYCHOMETRIC LAB.
REPORT NUMBER CRP-1449 PUB DATE 62
EDRS PRICE MF-$0.36 HC-$8.48 212P.

DESCRIPTORS- *COLLEGE STUDENTS, *PERFORMANCE, *PROBLEM SOLVING, *STUDENT ATTITUDES, *STUDENT RESEARCH, CHICAGO, COLLEGES, EDUCATIONAL RESEARCH, GRADE 9, HIGH SCHOOLS, ILLINOIS, TEACHING, THOUGHT PROCESSES,

THIS STUDY AIMED AT--(1) CHARACTERIZING PROBLEM-SOLVING PROCESSES OF DIFFERENT INDIVIDUALS AND (2) DETERMINING THE EFFECTS OF TRAINING ON THE SUBJECTS' APPROACHES TO THEIR PROBLEM-SOLVING PERFORMANCE. THE DESIGN INCLUDED 50 NINTH-GRADE STUDENTS AND 50 COLLEGE FRESHMEN DIVIDED INTO EXPERIMENTAL AND CONTROL GROUPS IN WHICH SUBJECTS WERE MATCHED ON THE BASES OF AGE, IQ, AND EDUCATIONAL LEVEL. A PREVIOUSLY DEVELOPED PROBLEM WAS ADMINISTERED TO ALL SUBJECTS. EACH SUBJECT ATTENDED INDIVIDUAL TRAINING SESSIONS EVERY WEEK OVER A 6-MONTH PERIOD FOR A TOTAL OF 20 TO 24 SESSIONS. ANOTHER PREVIOUSLY DEVELOPED PROBLEM WAS ADMINISTERED AFTER TRAINING. STATISTICAL COMPARISONS WERE APPLIED TO THE PERFORMANCE OF THE EXPERIMENTAL AND CONTROL SUBJECTS AT BOTH EDUCATIONAL LEVELS. ACADEMIC GRADES WERE ALSO COMPARED. EVIDENCE SEEMED TO INDICATE THAT TACTICS AND NUMBER OF QUESTIONS ASKED ARE NOT CLEARLY RELATED TO NUMBER OF CORRECT SOLUTIONS TO THE PROBLEMS ADMINISTERED. ALSO, COLLEGE STUDENTS ASKED FEWER IRRELEVANT QUESTIONS THAN HIGH SCHOOL STUDENTS, AND EXPERIMENTAL SUBJECTS DID THE SAME WHEN COMPARED TO CONTROL SUBJECTS. THIS OCCURRENCE WAS ATTRIBUTED TO THEIR INCREASED EXPERIENCE AND KNOWLEDGE. FINALLY, COLLEGE STUDENTS ARE, ON THE WHOLE, BETTER THAN HIGH SCHOOL STUDENTS IN SOLVING PROBLEMS. (HB)

ED 003 270 24

EFFECTS OF COGNITIVE SET AND THE VARIETY OF RELEVANT EXPERIENCE ON CONCEPT FORMATION IN CHILDREN.
BY- PODELL, HARRIETT A. CARTER, HAROLD D.
CALIFORNIA UNIV., BERKELEY
REPORT NUMBER CRP-1459 PUB DATE 63
EDRS PRICE MF-$0.18 HC-$4.08 102P.

DESCRIPTORS- *COMPARATIVE ANALYSIS, *CONCEPT FORMATION, *ELEMENTARY EDUCATION, *EXPERIMENTAL TEACHING, *TASK PERFORMANCE, BERKELEY, CALIFORNIA, COGNITIVE PROCESSES, GRADE 4, GRADE 5, KINDERGARTEN CHILDREN,

THIS EFFORT WAS AN INVESTIGATION OF THE PROCESSES WHICH OCCUR WHEN CHILDREN ARE SET TO FORM CONCEPTS AND, ALTERNATELY, THOSE WHICH OCCUR WHEN CHILDREN ARE EXPOSED TO MATERIAL AND NO DELIBERATE EFFORT IS MADE TOWARD CONCEPT FORMATION. THE EXPERIMENTAL PLAN WAS AN INDEPENDENT GROUP DESIGN IN WHICH THE MAJOR VARIABLES WERE INTENTIONALITY OF SET (INTENTIONAL OR UNINTENTIONAL) AND VARIETY OF INSTANCES (SMALL OR LARGE). EXPERIMENTS WERE CONDUCTED WITH SAMPLES OF KINDERGARTEN CHILDREN AND CHILDREN IN THE FOURTH AND FIFTH GRADES. A LARGE VARIETY OF INSTANCES WERE USUALLY FOUND TO BE MORE EFFECTIVE IN PROMOTING VERBAL CONCEPT ACQUISITION THAN A SMALL VARIETY. IN ADDITION, THE GENERAL CONCLUSION WAS THAT THE INTENTIONAL INSTRUCTIONAL SET WAS MORE USEFUL IN FOSTERING VERBAL ACQUISITION AND RECALL FOR CHILDREN IN BOTH AGE GROUPS THAN WAS THE INCIDENTAL SET. THERE WAS NO EVIDENCE OF RELIABLE INTERACTION BETWEEN VARIETY AND SET. (JH)

ED 003 271 24

EDUCABILITY OF STUDENTS IN THE VISUALIZATION OF OBJECTS IN SPACE.
BY- CARPENTER, FINLEY AND OTHERS
MICHIGAN UNIV., ANN ARBOR
REPORT NUMBER CRP-1474 PUB DATE 65
EDRS PRICE MF-$0.18 HC-$4.92 123P.

DESCRIPTORS- *APTITUDE, *FILMS, *LOW ACHIEVERS, *PROGRAMED INSTRUCTION, ANN ARBOR, APTITUTE TESTS, DIFFERENTIAL APTITUDE BATTERY, FILMSTRIPS, GEOMETRIC INVENTORY, GRADE 8, GRADE 9, MICHIGAN, PERFORMANCE, SECONDARY SCHOOL STUDENTS, SPACE RELATIONS TEST, TESTING,

AN ATTEMPT WAS MADE TO DETERMINE THE EFFECT OF SYSTEMATIC INSTRUCTION IN SPACE RELATIONS ON RESULTS OF TESTS DESIGNED TO MEASURE SPACE RELATIONS AS AN APTITUDE. OVER 800 STUDENTS, IN 4 SCHOOLS, WERE SELECTED FROM THE EIGHTH- AND NINTH-GRADE LEVELS TO PARTICIPATE IN THE STUDY. INSTRUCTIONAL TREATMENTS VARIED FROM MULTIPLE INPUTS TO ZERO INSOFAR AS THE TEACHING OF SPACE RELATIONS WAS CONCERNED. SPECIFICALLY, EIGHT TREATMENTS IDENTIFIED BY THE KIND AND NUMBER OF INSTRUCTIONAL INPUTS--CONTROL (NO INSTRUCTION), FILM, FILMSTRIP, AND PROGRAMED INSTRUCTION, PLUS THE COMBINATIONS OF FILM AND PROGRAMED INSTRUCTION, FILMSTRIP AND PROGRAMED INSTRUCTION, AND FILM, FILMSTRIP, PROGRAMED INSTRUCTION. TWO HYPOTHESES WERE EVALUATED--(1) INSTRUCTIONAL INPUTS THAT INTERVENE BETWEEN PRE- AND POST-TESTS OF SPACE RELATIONS WOULD HAVE NO SIGNIFICANT EFFECT ON RELIABILITY COEFFICIENTS WHEN COMPARED WITH THE CONTROL GROUP DATA AND (2) THE AMOUNT AND KIND OF INSTRUCTIONAL INPUTS WOULD HAVE NO EFFECT ON CHANGING MEAN SCORES ON CRITERION MEASURES. RESULTS INDICATED THAT NO CLEAR-CUT ASSESSMENT OF EITHER HYPOTHESIS COULD BE MADE. THE MOST CONVINCING OUTCOME WAS THAT STUDENTS WITH LOW I.Q.'S WHO HAD OFTEN TRANSFERRED FROM ONE SCHOOL TO ANOTHER GAINED MOST FROM PROGRAMED INSTRUCTION. THERE IS A DISCUSSION ON WAYS IN WHICH FUTURE ATTEMPTS TO STUDY THE CENTRAL PROBLEM MIGHT BE DIRECTED. (JC)

ED 003 272 24

DEVELOPMENT OF INCENTIVE VALUES IN CHILDHOOD.
BY- WITRYOL, SAM L. AND OTHERS
CONNECTICUT UNIV., STORRS
REPORT NUMBER CRP-1477 PUB DATE 64
EDRS PRICE MF-$0.18 HC-$2.52 63P.

DESCRIPTORS- *LEARNING PROCESSES, *MOTIVATION, *PSYCHOLOGICAL TESTING, *REWARDS, CONNECTICUT, DEVELOPMENT, ELEMENTARY EDUCATION, REINFORCERS, STORRS, VERBAL COMMUNICATION, WISCONSIN GENERAL TEST APPARATUS,

THE USE OF REWARDS AS INCENTIVES TO INFLUENCE BEHAVIOR WAS STUDIED AND AN EVALUATION WAS MADE OF THE INCENTIVE VALUE OF EACH OF THE REWARDS. PORTABLE VERSIONS OF THE WISCONSIN GENERAL TEST APPARATUS WERE USED TO TEST 120 CHILDREN FROM GRADES 1, 3, AND 5. FOR A DISCRIMINATION LEARNING TEST EACH CHILD WAS PRESENTED 3 STIMULI THAT WERE SELECTED FROM 30 PATTERNS PAINTED ON WEDGES. ON EACH OF 80 TRIALS, THE CHILD

MOVED ONE OF THE WEDGES AND WAS ALLOWED TO RETAIN THE REWARD HIDDEN IN A CONTAINER PREVIOUSLY COVERED BY THE WEDGE. REWARDS USED WERE A PIECE OF BUBBLE GUM, A PENNY, A SMALL PLASTIC COW, AND A VERBALISM (SUCH AS "FINE, THAT'S THE ONE I LIKE.") AS A CONTROL, ONE CONTAINER HELD NOTHING. FOR THE PAIRED COMPARISONS TESTS, ONLY TWO STIMULI WERE USED IN TWO PROCEDURES--(1) A TEST WITH REWARDS AND (2) A REPEAT OF THE TEST ASKING THE CHILD TO JUST INDICATE THE SELECTIONS MADE IN PROCEDURE 1. RESULTS SHOWED LITTLE VARIATION OF INCENTIVE VALUE IN RELATION TO TASK CONDITIONS, AGE, SOCIOECONOMIC LEVELS, AND INTELLIGENCE. IN GENERAL MATERIAL REWARDS WERE SELECTED IN PREFERENCE TO VERBAL REWARDS. THE MOST PRONOUNCED DIFFERENCE WAS SHOWN IN GRADE 5 WHERE GIRLS SELECTED VERBALS AND BOYS SELECTED PENNIES. INDIVIDUAL DIFFERENCES WERE SIGNIFICANT OVER ALL SAMPLES AND RANKING MEASURES EMPLOYED. THE PAIRED CHOICE APPROACH PROVED TO BE A USEFUL DEVICE FOR DETERMINING THE INCENTIVE HISTORY OF A CHILD PRIOR TO OTHER TESTS. (AL)

ED 003 273 24

THE LANGUAGE OF THE CLASSROOM, MEANINGS COMMUNICATED IN HIGH SCHOOL TEACHING.
BY- BELLACK, ARNO A. AND OTHERS
COLUMBIA UNIV., NEW YORK, TEACHERS COLLEGE
REPORT NUMBER CRP-1497 PUB DATE 63
EDRS PRICE MF-$0.36 HC-$8.36 209P.

DESCRIPTORS- *EFFECTIVE TEACHING, *LANGUAGE PATTERNS, *LEARNING, *LINGUISTICS, *TEACHING, CLASSROOM COMMUNICATION, LANGUAGE RESEARCH, LEARNING PROCESSES, NEW YORK, NEW YORK CITY,

A METHODOLOGY WAS DEVELOPED TO DESCRIBE THE LANGUAGE OF THE CLASSROOM BY CONSIDERING--(1) PEDAGOGICAL MOVES OF STRUCTURING, SOLICITING, RESPONDING, AND REACTING, (2) SUBSTANTIVE MEANINGS, (3) SUBSTANTIVE-LOGICAL MEANINGS, (4) INSTRUCTIONAL MEANINGS, AND (5) INSTRUCTIONAL-LOGICAL MEANINGS. A PROCEDURE WAS ALSO DEVELOPED FOR CHARACTERIZING THE OVERALL EMOTIONAL STYLE OF DISCOURSE UTILIZING THE CONCEPTS OF VALENCE, POTENCY OR STRENGTH, AND ACTIVITY. DATA WERE COLLECTED FROM A UNIT OF INSTRUCTION ON INTERNATIONAL ECONOMIC PROBLEMS PRESENTED BY 15 HIGH SCHOOL TEACHERS TO 345 STUDENTS IN SENIOR HIGH SCHOOL CLASSES. MEASURES OF KNOWLEDGE AND ATTITUDES WERE UTILIZED, AND THE FOUR CLASS SESSIONS COMPRISING THE UNIT WERE TAPE RECORDED IN EACH OF THE 15 CLASSES. CONTENT ANALYSIS OF TRANSCRIPTIONS REVEALED THE VARIOUS KINDS OF MEANINGS CONVEYED BY THE LINGUISTIC BEHAVIORS OF BOTH TEACHERS AND PUPILS. STATISTICAL ANALYSES WERE MADE OF THESE RESULTS. THE DATA REVEALED A CONSISTENT AND REMARKABLY STABLE PATTERN OF PEDAGOGICAL DISCOURSE. NO APPARENT RELATION WAS FOUND BETWEEN THE VALENCE, I.E., PLEASANTNESS OR UNPLEASANTNESS, OR THE MEANINGS EXPRESSED BY THE TEACHER AND SUBSEQUENT LEARNING OF THE PUPILS. IT WAS RECOMMENDED THAT SUBSEQUENT RESEARCH SHOULD CONSIDER THE CONSEQUENCES OF THE VARIABLES IN CLASSROOM LANGUAGE WHICH WERE DEFINED IN THIS STUDY. (JM)

ED 003 274 24

PERSONAL AND SOCIAL VARIABLES DIFFERENTIATING CHILDREN WITH HIGH AND LOW CURIOSITY.
BY- MAW, WALLACE H. MAW, ETHEL W.
DELAWARE UNIV., NEWARK
REPORT NUMBER CRP-1511 PUB DATE 65
EDRS PRICE MF-$0.27 HC-$7.64 191P.

DESCRIPTORS- *CURIOSITY, *INDIVIDUAL DIFFERENCES, *PERSONAL ADJUSTMENT, *SOCIAL ADJUSTMENT, *SOCIAL DIFFERENCES, CHILD DEVELOPMENT, CHILD RESPONSIBILITY, DELAWARE, GRADE 5, MEASUREMENT INSTRUMENTS, NEWARK, PARENT ATTITUDES, PARENT CHILD RELATIONSHIP, SELF EXPRESSION, SEX DIFFERENCES, SOCIAL DEVELOPMENT,

AN ATTEMPT WAS MADE TO IDENTIFY SOME OF THE PERSONAL AND SOCIAL VARIABLES DIFFERENTIATING CHILDREN WHO ARE HIGH IN CURIOSITY FROM THOSE WHO ARE LOW. THREE MAJOR QUESTIONS WERE EXAMINED WHICH LED TO THE FORMULATION OF 18 HYPOTHESES. THE QUESTIONS WERE--(1) DO CHILDREN OF HIGH CURIOSITY DIFFER FROM CHILDREN OF LOW CURIOSITY IN SELF-ADJUSTMENT AND SELF-DEVELOPMENT, (2) DO CHILDREN OF HIGH CURIOSITY DIFFER FROM CHILDREN OF LOW CURIOSITY IN THEIR SOCIAL ADJUSTMENT AND RESPONSIBILITY, AND (3) DO THE PARENTS OF HIGH-CURIOSITY CHILDREN DIFFER FROM THE PARENTS OF LOW-CURIOSITY CHILDREN IN THEIR CHILD-REARING ATTITUDES. THE FIRST PHASE OF THE STUDY WAS CONCERNED WITH TRYING OUT INSTRUMENTS TO BE ADMINISTERED IN THE MAJOR STUDY. THIS PHASE INVOLVED 289 CHILDREN FROM 9 FIFTH-GRADE CLASSROOMS. IN THE SECOND AND MAJOR PHASE, THE INSTRUMENTS WERE ADMINISTERED TO 577 FIFTH-GRADERS IN 19 CLASSROOMS. IN ADDITION, INSTRUMENTS WERE SENT TO SOME OF THE PARENTS TO ASCERTAIN THEIR ATTITUDES TOWARD CHILDREN AND FAMILY RELATIONS. EVIDENCE FROM THE STUDY PROVIDED AFFIRMATIVE ANSWERS TO THE THREE QUESTIONS WITH RESPECT TO THE MALE SUBJECTS, BUT WEAKER AFFIRMATIVES TO THE FIRST TWO AND A NEGATIVE ANSWER TO THE THIRD WITH RESPECT TO THE GIRLS. (JC)

ED 003 275 24

IDENTIFICATION OF SOURCES OF EDUCATIONAL RESEARCH MATERIALS.
BY- KENT, ALLEN
WESTERN RESERVE UNIV., CLEVELAND
REPORT NUMBER CRP-1517 PUB DATE 63
REPORT NUMBER 31
EDRS PRICE MF-$0.09 HC-$1.36 34P.

DESCRIPTORS- *INFORMATION DISSEMINATION, *INFORMATION PROCESSING, *INFORMATION RETRIEVAL, *PERIODICALS, *RESOURCE MATERIALS, CLEVELAND, COMPUTERS, EDUCATIONAL RESEARCH, INFORMATION STORAGE, OHIO, PSYCHOLOGICAL ABSTRACTS,

THE OBJECTIVES WERE--(1) TO ASSESS THE VALUE OF VARIOUS APPROACHES TO THE IDENTIFICATION AND ACQUISITION OF EDUCATIONAL RESEARCH MATERIALS, (2) TO ASSESS THE VALUE OF PRESENT PROCEDURES, (3) TO PRESENT A LIST OF PERIODICALS, GROUPED ACCORDING TO ESTIMATED YEARLY YIELD SO THAT DECISIONS CAN BE MADE TO SUBSCRIBE OR TO SCAN REGULARLY, (4) TO PRESENT A REPRESENTATIVE LIST OF SOURCE MATERIALS USEFUL IN DEVELOPING THE PROGRAM TO DATE, AND (5) TO OFFER SPECIFIC SUGGESTIONS FOR THE ESTABLISHMENT OF AN ACTIVE IDENTIFICATION AND ACQUISITION PROGRAM. PRIMARY SOURCES WERE DIVIDED INTO HIGH-YIELD AND LOW-YIELD JOURNALS (USING THE FACTOR OF MORE OR LESS RELEVANT ARTICLES PER YEAR). THE HIGH-YIELD JOURNALS FORMED A BASIC SUBSCRIPTION LIST, AND THE LOW-YIELD JOURNALS, A BASIC SCANNING LIST. QUESTIONNAIRES WERE MAILED TO COLLEGE AND UNIVERSITIES AND PROFESSIONAL ORGANIZATIONS ASKING THEM TO LIST PUBLISHED AND UNPUBLISHED EDUCATIONAL RESEARCH. THE

LIST OF HIGH- AND LOW-YIELD JOURNALS WAS FOUND TO PROVIDE A SOUND BASIS FOR AN ACQUISITION PROGRAM. CONTINUED DEVELOPMENT OF AN EFFECTIVE PROGRAM WILL HAVE TO BE DETERMINED UNDER OPERATIONAL CONDITIONS. (MB)

ED 003 276 24

SUCCESS OF YOUNG ADULT MALE RETARDATES.
BY- PECK, JOHN R. AND OTHERS
TEXAS UNIV., AUSTIN
REPORT NUMBER CRP-1533 PUB DATE JAN 64
EDRS PRICE MF-$0.36 HC-$10.64 266P.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *EDUCABLE MENTALLY HANDICAPPED, *PREDICTIVE VALIDITY, *STUDENT CHARACTERISTICS, *STUDENT MOTIVATION, AUSTIN, COMPARATIVE ANALYSIS, FACTOR ANALYSIS, TEXAS, YOUTH PROGRAMS,

THE HABILITATION OF EDUCABLE MENTALLY RETARDED YOUTH WAS STUDIED TO DETERMINE THE EFFECTIVENESS OF PREDICTOR VARIABLES. TESTS AND INTERVIEWS BY QUESTIONNAIRES WERE MADE ON 5 GROUPS OF YOUTHS WITH 25 IN EACH GROUP. DATA WERE ANALYZED TO DETERMINE THE RELATIVE WEIGHTS OF EACH VARIABLE AND MEASURE. DIFFERENCES AMONG THE EXPERIMENTAL GROUPS WERE TESTED AND COMPARISONS MADE WITH THE CONTROL SAMPLE. CONCLUSIONS WERE--(1) PERSONALITY ASPECTS WERE INTERRELATED, (2) MEASURES OF PERSONALITY AND COGNITIVE ATTRIBUTES WERE VALID PREDICTORS OF SUCCESS, AND (3) EMR YOUTHS PARTICIPATING IN A TRAINING PROGRAM ACHIEVED AND WERE MORE SUCCESSFUL THAN THOSE WHO HAD LITTLE OR NO TRAINING. RECOMMENDATIONS WERE MADE TO MODIFY THE BATTERY OF PREDICTOR INSTRUMENTS FOR SCREENING USE AND EXPLORE THE RELATIONSHIP BETWEEN CHARACTER DEVELOPMENT AND SUCCESS. (RS)

ED 003 277 24

THE ROLE OF COLLEGES AND UNIVERSITIES IN THE EDUCATION OF THE AGED.
BY- HENDRICKSON, ANDREW BARNES, ROBERT F.
OHIO STATE UNIV., COLUMBUS, COLLEGE OF EDUCATION
REPORT NUMBER CRP-1530 PUB DATE DEC 64
EDRS PRICE MF-$0.36 HC-$9.80 245P.

DESCRIPTORS- *ADULT EDUCATION, *EDUCATIONAL NEEDS, *EDUCATIONAL OBJECTIVES, *INTEREST RESEARCH, *PROGRAM PLANNING, COLUMBUS, HISTORY, INTERESTS, OHIO, PHYSICAL FITNESS, PSYCHOLOGY, SENIOR CITIZENS,

THIS STUDY WAS AIMED AT (1) DISCOVERING THE EDUCATIONAL NEEDS OF OLDER PERSONS, (2) DETERMINING WHICH OF THESE NEEDS COULD BEST BE SERVED BY ACTIVITIES HELD ON A UNIVERSITY CAMPUS, OFFERED IN A NEIGHBORHOOD CENTER, OR BROADCAST OVER RADIO OR TV, AND (3) IDENTIFYING PERSONS IN THE OLDER POPULATION WHO COULD ACT AS RESOURCES IN TEACHING CLASSES OR PROGRAMS FOR THE AGING. A MODIFIED Q-SORT OF 96 ITEMS YIELDED A RANK ORDER PREFERENCE AMONG THE SAMPLE FOR ITEMS ON RELIGION, PROBLEMS OF OLDER YEARS, AND SUCH ACTIVITIES AS GARDENING AND FLOWER RAISING, TRAVEL, PHYSICAL FITNESS, AND GOOD GROOMING. A SECOND LEVEL OF INTEREST INCLUDED TOPICS RELATING TO PSYCHOLOGY, MANAGING OF FINANCES, HISTORY, PUBLIC AFFAIRS, AND FOREIGN AFFAIRS. (LP)

ED 003 278 24

TEACHING NEUROMUSCULAR RELAXATION.
BY- STEINHAUS, ARTHUR H. MORRIS, JEANNE E.
GEORGE WILLIAMS COLL., CHICAGO, ILL.
REPORT NUMBER CRP-1529 PUB DATE 64
EDRS PRICE MF-$0.18 HC-$4.84 121P.

DESCRIPTORS- *HEALTH EDUCATION, *PROGRESSIVE RELAXATION, *TEACHER EDUCATION, *TEACHER PROGRAMS, *TEACHING METHODS, CHICAGO, HEALTH NEEDS, ILLINOIS, PHYSICAL HEALTH, TEACHING,

THIS STUDY ATTEMPTED TO FIND OUT WHETHER (1) THE METHODS FOR ATTAINING NEUROMUSCULAR RELAXATION THAT HAVE PROVED FRUITFUL IN THE ONE-TO-ONE RELATIONSHIP OF THE CLINIC CAN BE SUCCESSFULLY ADAPTED TO THE TEACHER-CLASS RELATIONSHIP OF THE CLASSROOM AND GYMNASIUM, AND (2) NEUROMUSCULAR RELAXATION CAN BE TAUGHT SUCCESSFULLY BY AN APPROPRIATELY TRAINED PERSON WHO POSSESSES NO SPECIAL PERSONALITY TRAITS AND IS WITHOUT THE BENEFIT OF THE PHYSICIAN'S "STATUS HALO." BASED ON THE PROGRESSIVE RELAXATION METHOD OF E. JACOBSON, A 15-LESSON OUTLINE WAS DESIGNED FOR CLASSROOM INSTRUCTION USING TECHNIQUES TO REDUCE THE ACTIVITY OF THE NERVOUS AND MUSCULAR SYSTEMS. IN ADDITION, A TEACHER-TRAINING COURSE WAS DESIGNED ON THE THEORY, PRACTICE, AND TEACHING OF NEUROMUSCULAR RELAXATION. PERSONS WHO SUCCESSFULLY COMPLETED THE LATTER COURSE INSTRUCTED EXPERIMENTAL CLASSES OF COLLEGE STUDENTS AND OTHER GROUPS COMPOSED OF SUBJECTS WHO LEARNED RELAXATION THROUGH COURSES OFFERED IN LOCAL CHURCHES OR AT THE YMCA. ALL EXPERIMENTAL AND CONTROL SUBJECTS WERE GIVEN A BATTERY OF TESTS. RESULTS SHOWED THAT MOST ADULTS CAN BE TAUGHT THE SKILL OF RELAXATION IN 15 INSTRUCTION SESSIONS DURING A PERIOD OF 8 WEEKS. (JM)

ED 003 279 24

COMPARATIVE EFFECTIVENESS OF COMPOSITION SKILLS LEARNING ACTIVITIES IN THE SECONDARY SCHOOL.
BY- MCCOLLY, WILLIAM REMSTAD, ROBERT
WISCONSIN UNIV., MADISON
REPORT NUMBER CRP-1528 PUB DATE 63
EDRS PRICE MF-$0.18 HC-$4.20 105P.

DESCRIPTORS- *COMPOSITION SKILLS (LITERARY), *ENGLISH INSTRUCTION, *HIGH SCHOOLS, *TUTORING, *WRITING EXERCISES, CONVENTIONAL INSTRUCTION, LEARNING, MADISON, SECONDARY SCHOOL STUDENTS, WISCONSIN, WRITING SKILLS,

CONTROLLED CLASSROOM EXPERIMENTS ATTEMPTED TO ESTABLISH A BASIS FOR EVALUATING THE COMPARATIVE EFFECTIVENESS OF THE WRITING ACT ITSELF, DRILL ON USAGE AND MECHANICS, SELF-INSTRUCTION, GROUP DISCUSSION, THEME CORRECTION AND CRITICISM, AND IMMEDIATE TUTORIAL FEEDBACK. EXPERIMENTS WERE CONDUCTED WITH ALMOST 300 STUDENTS IN GRADES 8 THROUGH 12. IT WAS FOUND THAT (1) ADDITIONAL WRITING ALONE DID NOT IMPROVE WRITING, (2) TUTORING, EVEN WHERE IMMEDIATE FEEDBACK WAS POSSIBLE, WAS OF MARGINAL VALUE AT BEST, AND (3) FOUR FUNCTIONAL COMPOSITION LEARNING-ACTIVITIES CONSISTING OF PRACTICAL STUDY, GROUP DISCUSSION, SELF-INSTRUCTION, AND CONVENTIONAL TEACHER CORRECTION PROVIDED AN INCREASE IN WRITING ABILITY. (JM)

ED 003 280 24

THE CORRELATION OF AWARENESS OF STRUCTURAL RELATIONSHIPS IN ENGLISH AND ABILITY IN WRITTEN COMPOSITION.
BY- O'DONNEL, ROY C.
MOUNT OLIVE JUNIOR COLLEGE, N. C.
REPORT NUMBER CRP-1524 PUB DATE 63
EDRS PRICE MF-$0.09 HC-$2.04 51P.

DESCRIPTORS- *COMPOSITION SKILLS (LITERARY), *GRAMMAR, *LANGUAGE ABILITY, *LINGUISTICS, *TESTS, CREATIVE WRITING, ENGLISH INSTRUCTION, IOWA GRAMMAR INFORMATION TEST, MOUNT OLIVE, NORTH CAROLINA, SCHOOL AND COLLEGE ABILITY TESTS, STEP ESSAY TEST, WRITING SKILLS,

THIS STUDY HYPOTHESIZED THAT (1) THERE IS A STATISTICALLY SIGNIFICANT CORRELATION BETWEEN ABILITY IN WRITTEN COMPOSITION AND AWARENESS OF STRUCTURAL RELATIONSHIPS IN ENGLISH, AND (2) THIS CORRELATION IS SIGNIFICANTLY DIFFERENT FROM THE CORRELATION BETWEEN ABILITY IN WRITTEN COMPOSITION AND ABILITY TO VERBALIZE KNOWLEDGE OF RULES AND TERMINOLOGY OF TRADITIONAL ENGLISH GRAMMAR. THE SAMPLE USED IN THE STUDY WAS APPROXIMATELY 200 COLLEGE FRESHMEN. DATA WERE GATHERED FROM THE IOWA GRAMMAR INFORMATION TEST, STEP ESSAY TEST, SCHOOL AND COLLEGE ABILITY TESTS, AND A TEST DESIGNED BY THE INVESTIGATOR TO MEASURE THE RECOGNITION OF STRUCTURAL RELATIONSHIPS IN ENGLISH. SIGNIFICANT DIFFERENCES WERE NOT FOUND. (JH)

ED 003 281 24

EFFECTS OF FREQUENCY OF WRITING AND INTENSITY OF TEACHER EVALUATION UPON HIGH SCHOOL STUDENTS' PERFORMANCE IN WRITTEN COMPOSITION.
BY- BURTON, DWIGHT L. ARNOLD, LOIS V.
FLORIDA ST. UNIV., TALLAHASSEE
REPORT NUMBER CRP-1523 PUB DATE 63
EDRS PRICE MF-$0.18 HC-$4.32 108P.

DESCRIPTORS- *COMPOSITION SKILLS (LITERARY), *EFFECTIVE TEACHING, *ESSAYS, *STUDENT TESTING, *TEACHER RATING, FLORIDA, HIGH SCHOOL STUDENTS, STEP ESSAY TEST, STEP WRITING TEST, TALLAHASSEE, WRITING SKILLS,

THE PROBLEM OF THIS RESEARCH WAS TO INVESTIGATE THE EFFECTS OF FREQUENCY OF WRITING AND INTENSITY OF TEACHER EVALUATION UPON PERFORMANCE BY STUDENTS OF VARYING ABILITIES. THE STUDY WAS DESIGNED TO INCLUDE EIGHT 10TH-GRADE CLASSES WITH TWO TEACHERS FOLLOWING FOUR DIFFERENT APPROACHES TO INTENSITY OF TEACHER EVALUATION AND FREQUENCY OF WRITING. THESE APPROACHES WERE--(1) ONE GROUP OF STUDENTS WROTE INFREQUENTLY, WITH THEIR COMPOSITIONS RECEIVING MODERATE EVALUATION, (2) A SECOND GROUP WROTE FREQUENTLY, WITH COMPOSITIONS RECEIVING MODERATE EVALUATION, (3) A THIRD GROUP WROTE INFREQUENTLY, BUT WITH COMPOSITIONS RECEIVING INTENSIVE EVALUATION, AND (4) A FOURTH GROUP WROTE FREQUENTLY, WITH COMPOSITIONS RECEIVING INTENSIVE EVALUATION. THE STUDY WAS CONDUCTED IN TWO COMPARABLE HIGH SCHOOLS, WITH A TEACHER IN EACH SCHOOL TEACHING FOUR MATCHED GROUPS OF STUDENTS. STEP ESSAY AND STEP WRITING TESTS WERE ADMINISTERED AS PRE- AND POST-TESTS. BOTH FORMS OF THE ESSAY TESTS WERE RATED BY THREE EXPERIENCED RATERS. A COMPLEX FACTORIAL DESIGN SERVED AS A MODEL FOR THE ANALYSIS. NO MAIN EFFECTS OR INTERACTIONS WERE SIGNIFICANT AT THE .05 LEVEL. NEITHER COVARIATE WAS SIGNIFICANT AT THE .05 LEVEL FOR THE ESSAY TESTS, BUT AN ANALYSIS OF THE STEP WRITING TEST DATA REVEALED THAT THE TEACHER-SCHOOL COVARIATE WAS SIGNIFICANT. IN LIGHT OF THE FACT THAT NO SIGNIFICANT DIFFERENCES WERE FOUND TO BE ASSOCIATED WITH INTENSITY OF EVALUATION OR FREQUENCY OF WRITING, THE NEED FOR FURTHER RESEARCH IS STRESSED. (JC)

ED 003 282 24

PROGRAMMED MATERIALS IN HIGH SCHOOL CORRESPONDENCE COURSES.
BY- SJOGREN, DOUGLAS D.
NEBRASKA UNIV., LINCOLN
REPORT NUMBER CRP-1534 PUB DATE 64
EDRS PRICE MF-$0.18 HC-$3.40 85P.

DESCRIPTORS- *ACHIEVEMENT, *CORRESPONDENCE COURSES, *HIGH SCHOOL STUDENTS, *MATERIAL DEVELOPMENT, *PROGRAMED INSTRUCTION, ALGEBRA, DROPOUT RATE, ENGLISH, ENGLISH 2600 PROGRAM, HENMON NELSON TEST OF MENTAL ABILITY, IOWA TEST OF EDUCATIONAL DEVELOPMENT, LINCOLN, NEBRASKA, PROGRAMED MATERIALS, PROGRAMED TEXTS, SEATTLE ALGEBRA TEST, TEMAC ALGEBRA,

THE PURPOSE WAS TO DETERMINE IF MATERIALS CONSTRUCTED ACCORDING TO PROGRAMING PRINCIPLES WOULD BE RELATED TO ACHIEVEMENT, COMPLETION TIME, AND DROPOUT RATE IN CORRESPONDENCE STUDY. THREE METHODS WERE USED IN ADMINISTERING THE NINTH-GRADE LEVEL TEMAC ALGEBRA PROGRAM AND THE ENGLISH 2600 PROGRAM. SUPPLEMENTARY PROGRAMED MATERIALS WERE PREPARED AND TRIED OUT WITH SAMPLE EIGHTH- AND NINTH-GRADE STUDENTS. THE FIRST METHOD WAS A COURSE BUILT AROUND A COMMERCIAL PROGRAMED TEXT. THE SECOND WAS THE USE OF SHORT PROGRAMS TO SUPPLEMENT THE PRESENT COURSE MATERIALS. THE THIRD METHOD USED THE REGULAR CORRESPONDENCE MATERIALS USED AT THE UNIVERSITY OF NEBRASKA. THE SAMPLE POPULATIONS NUMBERED 186 STUDENTS FOR ALGEBRA AND 191 FOR ENGLISH. PRETESTS OF MENTAL ABILITY AND COURSE MATERIALS WERE GIVEN AT THE TIME OF REGISTRATION. THE SAMPLE POPULATION WAS COMPARED WITH A PREVIOUS NINTH-GRADE POPULATION FOR AGE, SEX, FATHER'S OCCUPATION, AND ADDRESS. THE ALGEBRA COURSE HAD 85 COMPLETIONS WITH 131 COMPLETING THE FIRST 4 UNITS OF ENGLISH IN THE ALLOTTED TIME. THE RESULTS SHOWED THAT (1) THERE WAS NO DIFFERENCE AMONG THE METHODS IN EITHER SUBJECT ON THE CRITERION TEST MEANS, (2) THE DROPOUT RATE OF STUDENTS WAS NOT SIGNIFICANTLY DIFFERENT AMONG THE METHODS IN EITHER OF THE SUBJECTS, (3) THE ALGEBRA STUDENTS WHO USED PROGRAMED MATERIALS PRIMARILY COMPLETED THE COURSE NEARLY 2 MONTHS EARLIER THAN THOSE USING THE OTHER TWO METHODS, (4) A SIGNIFICANT RELATIONSHIP WAS OBTAINED BETWEEN PRETEST SCORES AND CRITERION SCORES IN ALL GROUPS OF BOTH COURSES, (5) NO SIGNIFICANT RELATIONSHIPS WERE OBTAINED BETWEEN COMPLETION TIME AND HENMON-NELSON SCORES, (6) COMPLETERS IN BOTH SUBJECTS HAD SIGNIFICANTLY HIGHER HENMON-NELSON MEANS AND PRETEST MEANS THAN DID DROPOUTS, AND (7) GIRLS SHOWED A GREATER TENDENCY TO COMPLETE THAN BOYS. (HB)

ED 003 283 24

AN INVESTIGATION OF THE EFFECT OF AN ENRICHED BASIC LIBERAL ARTS PROGRAM ON THE EDUCATIONAL DEVELOPMENT OF THE JUNIOR COLLEGE LIBERAL ARTS TRANSFER STUDENT.
BY- DENNIS, LORRAINE B. AND OTHERS
MARYMOUNT COLL. OF VIRGINIA, ARLINGTON
REPORT NUMBER CRP-1549 PUB DATE 64

EDRS PRICE MF-$0.09 HC-$1.20 30P.

DESCRIPTORS- *COLLEGE STUDENTS, *CURRICULUM ENRICHMENT, *JUNIOR COLLEGES, *LIBERAL ARTS, *TRANSFER STUDENTS, ACADEMIC ACHIEVEMENT, ACADEMIC PERFORMANCE, ARLINGTON, DROPOUT PREVENTION, STUDENT DEVELOPMENT, VIRGINIA,

A DEMONSTRATION AND EVALUATION OF ONE MEANS OF MEETING THE NEEDS OF AVERAGE AND LOWER ABILITY STUDENTS WAS CONDUCTED AT MARYMOUNT COLLEGE. THE PROGRAM WAS AN ENRICHED LIBERAL ARTS CURRICULUM. STUDENTS WERE GROUPED ON THE BASIS OF EXPOSURE TO THE ENRICHED PROGRAM AND COMPARED WITH A GROUP NOT EXPOSED TO SUCH A PROGRAM. COMPARISONS WERE MADE ON--(1) CHANGES ON "SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS" TEST SCORES FROM ENTRANCE TO GRADUATION IN MATHEMATICS, SCIENCE, READING, SOCIAL STUDIES, AND WRITING, (2) DROPOUT RATE, (3) INCIDENCE OF TRANSFER TO A 4-YEAR INSTITUTION OF HIGHER LEARNING, (4) PERFORMANCE AT THE 4-YEAR INSTITUTION, AND (5) PERSISTENCE AT THE TRANSFER INSTITUTION THROUGH THE JUNIOR YEAR. THE INVESTIGATORS CONCLUDED THAT THE ENRICHMENT PROGRAM AT MARYMOUNT COLLEGE MIGHT BE CREDITED WITH INCREASED STUDENT PERSISTENCE AS DEMONSTRATED BY A MARKEDLY DECREASED DROPOUT RATE. FURTHERMORE, STUDENTS EXPOSED TO SUCH A PROGRAM DID NOT SEEM TO EVIDENCE THE INITIAL DROP IN GRADE-POINT AVERAGE AT THE TRANSFER INSTITUTION WHICH HAS BEEN CHARACTERISTIC OF THE TYPICAL JUNIOR COLLEGE TRANSFER. (HB)

ED 003 284 24

PERFORMANCE MEASURES OF PHYSICIANS.
BY- PRICE, PHILIP B. AND OTHERS
UTAH UNIV., SALT LAKE CITY
REPORT NUMBER CRP-1551 PUB DATE AUG 63
CONTRACT OEC-2-10-093
EDRS PRICE MF-$0.27 HC-$7.56 189P.

DESCRIPTORS- *MEDICAL SCHOOLS, *PERFORMANCE FACTORS, *PHYSICIANS, *PSYCHOMETRICS, *SURVEYS, ABILITY, ACADEMIC PERFORMANCE, FACULTY, INTERVIEWS, PERFORMANCE, QUESTIONNAIRES, RESEARCHERS, SALT LAKE CITY, TASK PERFORMANCE, UTAH,

CRITERION MEASURES DEVELOPED FOR ON-THE-JOB PERFORMANCE OF PHYSICIANS WILL BE USED IN A SUBSEQUENT STUDY TO DETERMINE HOW MUCH THE PERFORMANCE OF PHYSICIANS CAN BE PREDICTED BY THEIR INDIVIDUAL ACHIEVEMENTS IN MEDICAL AND PREMEDICAL SCHOOL. APPROXIMATELY 29 MEASURES OF THE UNIVERSITY OF UTAH COLLEGE OF MEDICINE AND OTHER PHYSICIANS IN THE UTAH AREA WERE OBTAINED. THE CRITERION MEASURES WERE COLLECTED BY MEANS OF INTERVIEWS AND MAIL QUESTIONNAIRES. THE PSYCHOMETRIC PROPERTIES -- SUCH AS RELIABILITY, INTERCORRELATION, AND FACTORIAL COMPOSITION -- OF THESE MEASURES WERE STUDIED. PHYSICIANS WERE DIVIDED INTO URBAN AND RURAL PRACTICE WITH SEVERAL CRITERION MEASURES BEING COMMON TO ALL GROUPS. FOR EACH GROUP THE VARIOUS CRITERIA WERE INTERCORRELATED AND FACTOR ANALYZED. EACH FACTOR WAS THEN TREATED AS A SEPARATE INDEX OF SUCCESS. FACTOR ANALYSIS UNCOVERED BETWEEN 25 AND 30 FACTORS FOR EACH SAMPLE OF PHYSICIAN STUDIED. A SECOND FINDING WAS THAT ACADEMIC ACHIEVEMENT DOES NOT BEAR A POSITIVE RELATIONSHIP TO PERFORMANCE AS A PRACTICING RESEARCHER, ACADEMICIAN, OR PHYSICIAN. IT WAS FOUND IN FIVE GROUPS THAT (1) MEDICAL AND PREMEDICAL SCHOOL ACHIEVEMENT WAS ESSENTIALLY INDEPENDENT OF THE NUMEROUS MEASURES OF PROFESSIONAL CONTRIBUTIONS, ACCOMPLISHMENTS, AND ACTIVITIES THAT WERE ANALYZED, AND (2) HIGHLY TRAINED PHYSICIANS ARE AMENABLE NOT ONLY TO PSYCHOLOGICAL INVESTIGATION BUT ALSO TO THE COLLECTION OF MEANINGFUL CRITERION DATA FROM THEM. FOLLOWON STUDIES WILL ATTEMPT TO USE BIOGRAPHICAL INVENTORIES AND SELF-RATINGS AS PREDICTORS. (HB)

ED 003 285 24

THINKING IN ELEMENTARY SCHOOL CHILDREN.
BY- TABA, HILDA AND OTHERS
SAN FRANCISCO STATE COLL., CALIF.
REPORT NUMBER CRP-1574 PUB DATE 64
EDRS PRICE MF-$0.36 HC-$8.76 219P.

DESCRIPTORS- *COGNITIVE DEVELOPMENT, *COGNITIVE MEASUREMENT, *COGNITIVE PROCESSES, *INTELLIGENCE, *TEACHING, CALIFORNIA, ELEMENTARY EDUCATION, INSERVICE TEACHER EDUCATION, INTELLECTUAL DEVELOPMENT, SAN FRANCISCO, SOCIAL STUDIES, TEACHER EDUCATION, TEACHING METHODS, THOUGHT PROCESSES,

THE DEVELOPMENT OF THOUGHT PROCESSES UNDER OPTIMUM TRAINING CONDITIONS WAS STUDIED. OPTIMUM WAS DEFINED TO INCLUDE (1) A CURRICULUM FOR THE DEVELOPMENT OF THOUGHT, (2) TEACHING STRATEGIES FOCUSED DIRECTLY ON MASTERY OF NECESSARY COGNITIVE SKILLS, AND (3) A SUFFICIENT TIME SPAN TO PERMIT A DEVELOPMENTAL TRAINING SEQUENCE. CHILDREN FROM 20 ELEMENTARY SCHOOL CLASSES (GRADES 2 THROUGH 6) PARTICIPATED. PARTICIPATING TEACHERS RECEIVED SPECIAL TRAINING TO FACILITATE LEARNING OF COGNITIVE SKILLS (CATEGORIZATION, INTERPRETATION, AND APPLICATION OF PRINCIPLES). METHODOLOGICAL TOOLS AND INSTRUMENTS WERE DEVELOPED AND ADMINISTERED WITH THE SOCIAL STUDIES INFERENCE TEST. CORRELATIONS BETWEEN CRITERION TEST SCORES, INTELLIGENCE, CHRONOLOGICAL AGE, MENTAL AGE, AND READING ACHIEVEMENT WERE REPORTED. QUALITY OF THE TEACHING STRATEGY WAS THE MOST SIGNIFICANT SINGLE FACTOR INFLUENCING COGNITIVE PERFORMANCE. (WN)

ED 003 286 24

STIMULUS SYNTHESIS IN NORMAL AND RETARDED SUBJECTS.
BY- ELAM, CLAUDE B. DUKE, JAMES A.
TEXAS CHRISTIAN UNIV., FORT WORTH
REPORT NUMBER CRP-1575 PUB DATE 64
EDRS PRICE MF-$0.27 HC-$5.44 136P.

DESCRIPTORS- *ABLE STUDENTS, *MATHEMATICAL MODELS, *MENTAL RETARDATION, *PATTERNED RESPONSES, *PREDICTIVE ABILITY (TESTING), FORT WORTH, LEARNING PROCESSES, TEXAS,

EXPERIMENTS WERE PERFORMED TO DETERMINED HOW MENTALLY RETARDED AND NORMAL SUBJECTS SYNTHESIZE STIMULI WITH RESPONSES. ALSO, RELATIONSHIPS AMONG THE STIMULUS SYNTHESIS PROCESS, INTELLIGENCE, AND RATE OF LEARNING WERE STUDIED. DISCRIMINATION TASKS WERE USED WHICH REQUIRED SUBJECTS, NORMAL (COLLEGE, HIGH SCHOOL, AND GRADE SCHOOL ENROLLEES) AND MENTALLY RETARDED, TO USE FOUR SEPARATE CUES TO CLASSIFY PICTURES. THE ORDER AND METHODS OF USING THESE CUES WERE THEN STUDIED. FIFTEEN MATHEMATICAL MODELS WERE FORMULATED AND EVALUATED TO DETERMINE THEIR ABILITY TO PREDICT STIMULUS SYNTHESIS PATTERNS. RESULTS RELATED TO LEARNING RATE WERE NOT CONCLUSIVE. THE STIMULUS SYNTHESIS PROCESSES OF MENTALLY RETARDED SUBJECTS DIFFERED FROM THOSE WHO WERE NORMAL. (WB)

ED 003 287 24

USE OF BASIC REFERENCE SOURCES IN LIBRARIES.
BY- BONK, WALLACE J.
MICHIGAN UNIV., ANN ARBOR
REPORT NUMBER CRP-1584
EDRS PRICE MF-$0.36 HC-$9.68 242P.

DESCRIPTORS- *LIBRARY INSTRUCTION, *LIBRARY SCIENCE, *REFERENCE BOOKS, *REFERENCE MATERIALS, ANN ARBOR, LIBRARY SPECIALISTS, MICHIGAN, SURVEYS,

THIS STUDY WAS CONCERNED WITH THE PROBLEM OF DEFINING THE CONTENT OF THE CURRICULUM FOR MASTER'S DEGREE PROGRAMS IN LIBRARY SCIENCE. THE SPECIFIC AREA EXPLORED BASIC OR INTRODUCTORY REFERENCE. THE STUDY WAS DESIGNED TO (1) OBTAIN THE JUDGMENTS OF PRACTICING REFERENCE LIBRARIANS RELATIVE TO THE USEFULNESS OF A SELECTED LIST OF BASIC REFERENCE SOURCES, (2) AID TEACHERS OF REFERENCE IN EVALUATING THE CONTENT OF THEIR BASIC REFERENCE COURSES, AND (3) PROVIDE FURTHER POSSIBLE AID IN THE EVALUATION OF REFERENCE COLLECTIONS AND IN THE SELECTION OF ADDITIONAL TITLES. THREE TABULATIONS WERE MADE FROM DATA GATHERED BY QUESTIONNAIRES--(1) RESPONSES FOR EACH ITEM BY TYPE AND SIZE OF LIBRARY, (2) TITLES ADDED TO THE LIST BY THE RESPONDENTS, AND (3) TITLES NOT HELD BY RESPONDING LIBRARIANS. LISTS OF VITAL REFERENCE SOURCES (THOSE REFERRED TO CONSTANTLY AS REPORTED BY RESPONDENTS) FURNISH THE BASIS FOR CURRICULUM CONTENT . THE INVESTIGATOR CONCLUDED THAT THE SPREAD OF TITLES FOUND USEFUL VARIES WIDELY FROM THE LARGE TO THE SMALL INSTITUTIONS. THIS SUGGESTS THAT THE BASIC REFERENCE COURSE WHICH AIMS TO PREPARE BOTH FOR LARGE UNIVERSITY AND PUBLIC LIBRARY REFERENCE WORK AND FOR SMALL PUBLIC AND SCHOOL LIBRARIES MUST AIM AT THE LARGEST AREA OF AGREEMENT UPON REFERENCE TITLES, NOT THE AREA OF LEAST AGREEMENT. IT IS RECOMMENDED THAT THE MINIMUM LIST OF TITLES TAUGHT IN BASIC REFERENCE COURSES SHOULD INCLUDE THE TITLES RATED VITAL BY HALF OR MORE OF THE REFERENCE LIBRARIANS OF PH.D. INSTITUTIONS SERVING ENROLLMENTS OF 20,000 OR MORE. (WB)

ED 003 288 24

RELATIONSHIP BETWEEN SELF-CONCEPTS OF NEGRO ELEMENTARY-SCHOOL CHILDREN AND THEIR ACADEMIC ACHIEVEMENT, INTELLIGENCE, INTERESTS, AND MANIFEST ANXIETY.
BY- HENTON, COMRADGE L. JOHNSON, EDWARD E.
SOUTHERN UNIV. AND AG.AND MECHANICAL COLL.
REPORT NUMBER CRP-1592 PUB DATE 64
EDRS PRICE MF-$0.18 HC-$3.56 89P.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *ANXIETY, *INDIVIDUAL DIFFERENCES, *NEGRO YOUTH, *SELF CONCEPT, BATON ROUGE, GRADE 4, GRADE 6, INTELLIGENCE, INTERESTS, LOUISIANA,

RELATIONSHIPS AMONG SELF-CONCEPTS, ACADEMIC ACHIEVEMENT, INTELLIGENCE, INTERESTS, AND MANIFEST ANXIETIES WERE STUDIED. MEASURES FOR THESE VARIABLES WERE OBTAINED FROM A SAMPLE OF FOURTH- AND SIXTH-GRADE NEGRO STUDENTS. THE MEASURES OBTAINED WERE THEN MATCHED WITH SIMILAR FINDINGS FOR WHITE CHILDREN REPORTED BY BLEDSOE AND GARRISON (CRP-1008). SELF-CONCEPTS FOR BOTH NEGRO AND WHITE STUDENTS WERE SIMILAR. NO SIGNIFICANT RELATIONSHIPS WERE REPORTED AMONG NEGRO CHILDREN'S SELF-CONCEPTS AND INTERESTS, ACADEMIC SUCCESS, INTELLIGENCE, AND MANIFEST ANXIETY. THERE WERE NO SIGNIFICANT RELATIONSHIPS BETWEEN MEASURES OBTAINED FROM CHILDREN IN THIS STUDY AND MEASURES REPORTED BY BLEDSOE AND GARRISON. (WN)

ED 003 289 24

DEVELOPMENT OF A K SCALE FOR A MOTIVATIONAL TEST BATTERY.
BY- THWEATT, ROGER C.
WESTERN STATE COLL. OF COLORADO, GUNNISON
REPORT NUMBER CRP-1594 PUB DATE JUN 65
EDRS PRICE MF-$0.18 HC-$5.04 126P.

DESCRIPTORS- *ATTITUDES, *MOTIVATION, *OVERACHIEVERS, *TESTING, *UNDERACHIEVERS, COLORADO, EDUCATIONAL ATTITUDES, EVALUATION, GRADE 11, GUNNISON, HIGH SCHOOL STUDENTS, MEASUREMENT TECHNIQUES, MINNESOTA MULTIPHASIC PERSONALITY INVENTORY (MMPI), MOTIVATION TECHNIQUES, PREDICTIVE VALIDITY, STUDENT MOTIVATION, STUDENTS, TEST CONSTRUCTION,

THE PROBLEM OF THIS RESEARCH WAS TO DEVELOP AND VALIDATE A K SCALE FOR A MOTIVATIONAL TEST BATTERY. APPROXIMATELY 4,200 11TH-GRADE, MICHIGAN PUBLIC HIGH SCHOOL STUDENTS COMPRISED THE STUDY. PROTOCOLS OF ABOUT 300 IDENTIFIED OVER- AND UNDERACHIEVERS WERE USED. AN ANALYSIS WAS CONSTRUCTED TO IDENTIFY ITEMS ON WHICH UNDERACHIEVERS SCORE AS OVERACHIEVERS AND OVERACHIEVERS SCORE AS UNDERACHIEVERS. BOTH TYPES OF ACHIEVERS WERE RANDOMLY ASSIGNED BY SEX TO A VALIDATION AND A CROSS-VALIDATION SAMPLE. EVIDENCE OF VALIDITY AND RELIABILITY OF THE K SCALE WAS EXAMINED BY--(1) APPLYING THE K SCALE TO ALL MISCLASSIFIED OVER- AND UNDERACHIEVERS, (2) DETERMINING THE EFFECTS ON MOTIVATIONAL BATTERY DISCRIMINATING ITEM RELIABILITY BEFORE AND AFTER APPLICATION OF THE MALE AND FEMALE K SCALE, AND (3) DETERMINING THE EFFECTS ON MOTIVATIONAL BATTERY VALIDITY WITH STANDARDIZED GRADE-POINT AVERAGES BEFORE AND AFTER APPLICATION OF THE MALE AND FEMALE K SCALE. THE CONCEPT UNDERLYING THE K SCALE OF THE MINNESOTA MULTIPHASIC PERSONALITY INVENTORY WAS SUBSTANTIATED FROM THE STANDPOINT OF THE RATIONALE OF DEFENSIVE TEST-TAKING ATTITUDES. IT WAS CONCLUDED THAT THE K CONCEPT POSSESSES THE POTENTIAL FOR A DISCRIMINATION SCALE BETWEEN OTHER SUBTLE BEHAVIORAL PHENOMENA. FURTHER INVESTIGATION WAS RECOMMENDED, HOWEVER, BEFORE ACTUAL EMPLOYMENT IN TEST BATTERY INTERPRETATION. (JC)

ED 003 290 24

THE USE OF A COMPUTER TO DESIGN SCHOOL BUS ROUTES.
BY- BOYER, R.A.
MISSISSIPPI UNIV., UNIVERSITY
REPORT NUMBER CRP-1605 PUB DATE 64
EDRS PRICE MF-$0.18 HC-$4.76 119P.

DESCRIPTORS- *ALGORITHMS, *BUS TRANSPORTATION, *COMPUTER PROGRAMS, *DATA PROCESSING, *STUDENT TRANSPORTATION, INTERVIEWS, MISSISSIPPI, OXFORD, QUESTIONNAIRES, SCHOOL SERVICES, SYMBOLIC PROGRAMING SYSTEM (SPS),

THIS PROJECT DEVELOPED A MANUAL TO BE USED BY TRANSPORTATION OFFICERS FOR COMPUTING SCHOOL BUS ROUTES. MATHEMATICAL TECHNIQUES WERE REVIEWED AND A COMPREHENSIVE STUDY MADE OF CRITERIA ELICITED FROM LITERATURE AND INTERVIEWS. QUESTIONNAIRES WERE MAILED TO SCHOOL AUTHORITIES TO RANK THE VARIOUS FACTORS INVOLVED. A COMPUTER PROGRAM WAS DEVELOPED FOR OPTIMAL ROUTING SERVICES. SOME OF THE GENERAL CONCLUSIONS REACHED WERE--(1) THE GREATER THE POPULATION

DENSITY, THE MORE EFFICIENT THE PROGRAM UTILIZATION, (2) ROUTES CAN BE DESIGNED THAT ARE SHORTER, AND (3) BECAUSE OF VARYING CONDITIONS, NO TIME ESTIMATES WERE GIVEN. CHANGES ARE NOW IN PROGRESS ON THE SYMBOLIC PROGRAMING SYSTEM (SPS) FOR FURTHER EXTENSION OF EFFICIENT SERVICE. (RS)

ED 003 291 24

CONSTRUCTION OF EDUCATIONAL THEORY MODELS.
BY- MACCIA, ELIZABETH S. AND OTHERS
OHIO STATE UNIV., COLUMBUS, RESEARCH FOUNDATION
REPORT NUMBER CRP-1632 PUB DATE 63
EDRS PRICE MF-$0.54 HC-$14.00 350P.

DESCRIPTORS- *EDUCATION, *EDUCATIONAL THEORIES, *OPERATIONS RESEARCH, *RESEARCH TOOLS, *SYSTEMS APPROACH, COLUMBUS, CONCEPT FORMATION, EDUCATION OBJECTIVES, EDUCATIONAL PRINCIPLES, MODELS, OHIO, SYSTEMS CONCEPTS, THEORIES,

THIS STUDY DELINEATED MODELS WHICH HAVE POTENTIAL USE IN GENERATING EDUCATIONAL THEORY. A THEORY MODELS METHOD WAS FORMULATED. BY SELECTING AND ORDERING CONCEPTS FROM OTHER DISCIPLINES, THE INVESTIGATORS FORMULATED SEVEN THEORY MODELS. THE FINAL STEP OF DEVISING EDUCATIONAL THEORY FROM THE THEORY MODELS WAS PERFORMED ONLY TO THE EXTENT REQUIRED TO ESTABLISH THE CONSTRUCTED MODELS AS EDUCATIONAL THEORY MODELS. EDUCATIONAL THEORY MODELS WERE FORMULATED FROM THE FOLLOWING CONCEPTS--(1) SOCIAL SCIENCE GRAPH THEORY, (2) GENERAL SYSTEMS THEORY, (3) AGRICULTURAL ECONOMIC THEORY, (4) PHARMACOLOGY AND PHARMACOGENETICS, (5) QUANTUM THEORY, (6) THEORY OF LOCAL AND COSMOPOLITAN INFLUENTIALS, AND (7) INFORMATION THEORY. (JM)

ED 003 292 24

AN EVALUATION OF HIGH SCHOOL MATHEMATICS PROGRAMMED TEXTS WHEN USED WITH DEAF STUDENTS.
BY- BORNSTEIN, HARRY
GALLAUDET COLLEGE, WASHINGTON, D.C.
REPORT NUMBER CRP-1633 PUB DATE 64
EDRS PRICE MF-$0.18 HC-$2.36 59P.

DESCRIPTORS- *ACHIEVEMENT, *COLLEGE STUDENTS, *DEAF CHILDREN, *PROGRAMED INSTRUCTION, *PROGRAMED TEXTS, BLYTH 2D YEAR ALGEBRA TEST, COMPARATIVE ANALYSIS, DEAF EDUCATION, DEAF RESEARCH, DISTRICT OF COLUMBIA, LANKTON 1ST YEAR ALGEBRA TEST, SHAYCROFT PLANE GEOMETRY TEST,

A COMPARISON WAS MADE OF THE RATE AND LEVEL OF ACHIEVEMENT OF 150 DEAF STUDENTS RESULTING FROM THE USE OF PROGRAMED TEXTS AS AGAINST THE USUAL LECTURE METHODS IN HIGH SCHOOL MATHEMATICS. EACH OF FOUR MATHEMATICS TEACHERS HAD TWO COMPARABLE CLASSES. THE CONTROL GROUP RECEIVED INFORMATION BY SIMULTANEOUS LECTURE AND THE EXPERIMENTAL GROUPS USED THE PROGRAMED TEXTS. PRE- AND POST-TESTS WERE ADMINISTERED ALONG WITH SUCH ACHIEVEMENT INSTRUMENTS AS--(1) THE LANKTON 1ST YEAR ALGEBRA TEST, (2) THE BLYTH 2D YEAR ALGEBRA TEST, AND (3) THE SHAYCROFT PLANE GEOMETRY TEST. THE PROGRAMED TEXT CLASSES IN ELEMENTARY ALGEBRA AND PLANE GEOMETRY DID NOT GAIN SIGNIFICANTLY OVER LECTURE METHODS. IN INTERMEDIATE ALGEBRA THE PROGRAMED TEXT WAS FAVORED. THE RAPID LEARNING FACTOR SHOWED THAT IN ALL BUT ONE CASE THE AVERAGE AMOUNT OF TIME REQUIRED FOR THE PROGRAMED CLASSES EQUALLED OR EXCELLED THAT ALLOTTED TO THE LECTURE CLASSES. (HB)

ED 003 293 24

MENTAL ABILITIES OF CHILDREN IN DIFFERENT SOCIAL AND CULTURAL GROUPS.
BY- LESSER, GERALD S. AND OTHERS
CITY UNIV. OF NEW YORK, HUNTER COLLEGE
REPORT NUMBER CRP-1635
EDRS PRICE MF-$0.36 HC-$9.32 233P.

DESCRIPTORS- *ABILITY IDENTIFICATION, *ACADEMIC PERFORMANCE, *CULTURAL BACKGROUND, *ELEMENTARY SCHOOL STUDENTS, *SOCIAL DIFFERENCES, CULTURAL FACTORS, GRADE 1, MEASUREMENT INSTRUMENTS, NEW YORK, NEW YORK CITY, SOCIOCULTURAL PATTERNS,

INSTRUMENTS PREVIOUSLY DEVELOPED TO MEASURE MENTAL ABILITIES IN WESTERN CULTURES WERE MODIFIED AND USED WITH CHILDREN FROM A WIDER RANGE OF BACKGROUNDS. CHINESE, JEWISH, NEGRO, AND PUERTO RICAN CHILDREN FROM THE FIRST GRADE WERE SELECTED AND DIVIDED INTO 2 SOCIAL GROUPS AND 16 SUBGROUPS. THE TOTAL SAMPLE CONSISTED OF 320 CHILDREN WHO WERE TESTED FOR IDENTIFICATION OF VARYING INTELLIGENCE ABILITIES AND CULTURAL DIFFERENCES. EFFORT AND PERSISTENCE, PERSUASIBILITY, AND AGE WERE CONTROLLED IN THE ANALYSIS OF COVARIANCE DESIGN. THE RESULTS PRODUCED THESE GENERAL CONCLUSIONS - SOCIAL-CLASS AND ETHNIC-GROUP MEMBERSHIP HAVE STRONG EFFECTS ON MENTAL ABILITIES, AND PATTERNS ONCE EMERGED DO NOT ALTER WITHIN GROUPS. (RS)

ED 003 294 24

IMPROVING ACADEMIC ACHIEVEMENT THROUGH STUDENTS' SELF-CONCEPT ENHANCEMENT--SELF-CONCEPT OF ABILITY AND SCHOOL ACHIEVEMENT, II.
BY- BROOKOVER, WILBUR B. AND OTHERS
MICHIGAN ST. UNIV., EAST LANSING, COLL. OF EDUC.
REPORT NUMBER CRP-1636 PUB DATE OCT 65
REPORT NUMBER ER-31
EDRS PRICE MF-$0.54 HC-$14.16 354P.

DESCRIPTORS- *ABILITY, *INDIVIDUAL COUNSELING, *PARENT INFLUENCE, *SELF CONCEPT, *STUDENT IMPROVEMENT, ACHIEVEMENT, COUNSELING GOALS, EAST LANSING, GRADE POINT AVERAGE, LOW ACHIEVERS, MICHIGAN, PARENT CHILD RELATIONSHIP, PARENT ROLE, STUDENT MOTIVATION,

THIS STUDY'S PURPOSE WAS TO ENHANCE THE SELF-CONCEPT OF ABILITY OF LOW-ACHIEVING, JUNIOR HIGH SCHOOL STUDENTS AND, SUBSEQUENTLY, INCREASE THEIR ACHIEVEMENT THROUGH--(1) MODIFICATION OF IMAGES AND EXPECTATIONS HELD BY PARENTS, (2) DIRECT CONTACT WITH AN "EXPERT," COMMUNICATING INFORMATION TO ENHANCE SELF-CONCEPT OF ABILITY, AND (3) INTERACTION WITH A COUNSELOR, HOLDING POSITIVE AND HIGH EXPECTATIONS FOR THE STUDENTS. THREE 1-YEAR EXPERIMENTS WITH NINTH-GRADE STUDENTS AND A LONGITUDINAL STUDY OF APPROXIMATELY 500 STUDENTS IN AN URBAN SCHOOL SYSTEM REVEALED THAT A SIGNIFICANT INCREASE IN BOTH SELF-CONCEPT OF ABILITY AND GRADE-POINT AVERAGE WAS EFFECTED BY WORKING WITH PARENTS WHO REPRESENTED ACADEMIC SIGNIFICANCE TO THEIR CHILDREN. "EXPERT" AND COUNSELING TREATMENTS FAILED TO INDUCE SIGNIFICANT CHANGES IN EITHER SELF-CONCEPT OR ACHIEVEMENT. REFER TO ED 002 946 FOR PRECEDING INVESTIGATIONS IN THE SUBJECT AREA. (JM)

ED 003 295 24

COMPUTER GRADING OF PHYSICS LABORATORY REPORTS.
BY- WEAVER, HARRY T. CARR, HOWARD E.
AUBURN UNIV., ALA.
REPORT NUMBER CRP-1641 PUB DATE 62
EDRS PRICE MF-$0.09 HC-$1.28 32P.

DESCRIPTORS- *COMPUTER PROGRAMS, *COMPUTERS, *GRADING, *PHYSICS, ALABAMA, AUBURN, DIGITAL COMPUTERS, MEASUREMENT, PHYSICS EXPERIMENTS, SCORING,

THE FEASIBILITY AND PRACTICABILITY OF USING A DIGITAL COMPUTER (IBM 1620) TO GRADE PHYSICS LABORATORY REPORTS WAS INVESTIGATED. IN ORDER TO TEST THE VALUE OF USING THE COMPUTER, TWO TYPES OF COMPUTER PROGRAMS WERE WRITTEN FOR EACH OF FOUR EXPERIMENTS. ONE PROGRAM COMPLETELY GRADED THE REPORTS BY ENTERING THE STUDENT'S DATA AND HIS CALCULATED RESULTS INTO THE MACHINE AND HAVING THE COMPUTER EVALUATE THE CORRECTNESS. THE OTHER PROGRAM UTILIZED ONLY THE STUDENT'S DATA. MAIN FEATURES OF THE PROGRAM WERE THE ANALYSES OF SIGNIFICANT FIGURES, ARITHMETIC ERRORS, ACCURACY OF DATA, AND TIME CONSUMED. THE INVESTIGATOR CONCLUDED THAT THE COMPUTER GRADED THE REPORTS MORE EFFECTIVELY AND MORE QUICKLY THAN WAS DONE PREVIOUSLY EVEN THOUGH THE COMPUTER WAS NOT PERFECT OR EVEN COMPLETE IN GRADING. IT WAS THE OPINION OF THE INVESTIGATOR THAT PLANS SHOULD BE MADE FOR FURTHER STUDY LEADING ULTIMATELY TO THE INITIATION OF A COMPLETE COMPUTER-GRADING PROGRAM FOR MOST ALL OF THE PHYSICS EXPERIMENTS. (JC)

ED 003 296 24

CHANGES IN CRITICAL THINKING ABILITY, ATTITUDES, AND VALUES ASSOCIATED WITH COLLEGE ATTENDANCE.
BY- LEHMANN, IRVIN J. DRESSEL, PAUL L.
MICHIGAN ST. UNIV., EAST LANSING
REPORT NUMBER CRP-1646 PUB DATE 63
EDRS PRICE MF-$0.27 HC-$7.88 197P.

DESCRIPTORS- *ATTITUDES, *COGNITIVE TESTS, *COLLEGE STUDENTS, *CRITICAL THINKING, *DOGMATISM, *STEREOTYPES, EAST LANSING, MICHIGAN, STUDENT ATTITUDES, VALUES,

AN INVESTIGATION WAS MADE OF THE RELATIONSHIP BETWEEN THE AMOUNT OF COLLEGE EDUCATION AND CHANGES IN ATTITUDES OF STEREOTYPE AND DOGMATISM, IN TRADITIONAL-VALUE ORIENTATION, AND IN CERTAIN SELECTED ATTITUDES AND VIEWS RELATED TO HIGHER EDUCATION. DURING THE FALL 1958 ORIENTATION WEEK, A BATTERY OF COGNITIVE AND AFFECTIVE TESTS WAS ADMINISTERED TO STUDENTS (2,973) ENTERING MICHIGAN STATE UNIVERSITY. COMPLETE, USABLE DATA WERE OBTAINED FOR 2,746 STUDENTS, WHO WERE THE NUCLEUS FOR THE SAMPLE IN THE STUDY. THE TOTAL POPULATION WAS SUBDIVIDED INTO FOUR EDUCATIONAL GROUPS--(1) 0-3 TERMS OF COLLEGE, (2) 4-6 TERMS, (3) 7-10 TERMS, AND (4) MORE THAN 10 TERMS OF COLLEGE EDUCATION. THE FIRST THREE GROUPS WERE THE CONTROL GROUPS AND THE LATTER THE EXPERIMENTAL ONE. COMPLETE, USABLE DATA WERE OBTAINED FOR 1,134 EXPERIMENTAL SUBJECTS AND FOR 867 CONTROL SUBJECTS. THOSE STUDENTS WHO WERE STILL ENROLLED AT THE UNIVERSITY IN THE SPRING 1962 WERE READMINISTERED THE TEST BATTERY. THOSE SUBJECTS IN THE CONTROL GROUPS WERE RETESTED WITH THE SAME BATTERY GIVEN TO THE EXPERIMENTAL SUBJECTS. ANALYSIS OF COVARIANCE, REGRESSION EQUATIONS, AND CHI SQUARES WERE EMPLOYED. A TOTAL OF 32 MAJOR FINDINGS ARE REPORTED, AND 15 IMPLICATIONS DISCUSSED FOR HIGHER EDUCATION. IN NEARLY ALL INSTANCES THERE WAS A SIGNIFICANT IMPROVEMENT IN CRITICAL THINKING ABILITY, A LESSENING OF STEREOTYPIC BELIEFS, A MOVEMENT AWAY FROM AN AUTHORITARIAN ATTITUDE, AND A MOVEMENT TOWARDS THE TRADITIONAL-VALUE ORIENTATION. (JC)

ED 003 297 24

USE OF RADIOPHONIC TEACHING IN FUNDAMENTAL EDUCATION.
BY- RHOADS, WILLIAM G. AND OTHERS
WILLIAMS COLL., WILLIAMSTOWN, MASS.
REPORT NUMBER CRP-1648 PUB DATE MAY 63
REPORT NUMBER OEC-2-10-23
EDRS PRICE MF-$0.27 HC-$7.76 194P.

DESCRIPTORS- *COMPARATIVE EDUCATION, *EDUCATIONAL PROGRAMS, *PROGRAM EVALUATION, *RADIO, *SURVEYS, AUDIOVISUAL AIDS, EDUCATIONAL OBJECTIVES, EDUCATIONAL OPPORTUNITIES, EL SALVADOR, HONDURAS, INTERVIEWS, LATIN AMERICA, MASSACHUSETTS, RADIOPHONIC TEACHING, STUDENT ATTITUDES, STUDENT CHARACTERISTICS, WILLIAMSTOWN,

A PILOT STUDY WAS CONDUCTED IN EL SALVADOR AND HONDURAS TO TEST THE FEASIBILITY OF MULTINATIONAL EVALUATION OF THE RADIOPHONIC SCHOOL SYSTEM IN LATIN AMERICA. RADIO SCHOOL PROGRAMS WERE EXAMINED IN TERMS OF THEIR EFFECT ON PARTICIPANT ACHIEVEMENT, SATISFACTION, AND APPLICATION OF ACQUIRED SKILLS AND KNOWLEDGE. ATTITUDINAL, SOCIAL, AND CULTURAL FACTORS ASSOCIATED WITH THE SUBJECT STUDENTS AND THEIR SCHOOL GROUP LEADERS, MONITORS, AND ADMINISTRATORS, AS WELL AS ANY SPECIFIED LIMITS WITHIN WHICH THESE SCHOOLS MUST OPERATE WERE INVESTIGATED. INTERVIEW DATA WERE GATHERED FROM A SELECTED SAMPLE OF ADULT STUDENTS (PRESENT AND DROPOUT, 15 YEARS OF AGE OR OVER), AND REPRESENTATIVES AND MONITORS OF THE SCHOOLS. THE FINDINGS OF THE SUBJECT SURVEY WERE COVERED UNDER FOUR MAJOR TOPICS--(1) STUDENT ACHIEVEMENT RELATIVE TO LITERACY, GENERAL ATTITUDINAL AND BEHAVIOR PATTERNS, AND OTHER INDIVIDUAL STUDENT CHARACTERISTICS, AND THE EFFECT OF SCHOOL AND CLASSROOM ENVIRONMENT ON THESE CHARACTERISTICS, (2) STUDENT ACHIEVEMENT IN AREAS OUTSIDE OF SCHOOL AND KNOWLEDGE APPLICATIONS, (3) STUDENT SATISFACTION WITH RADIOPHONIC EDUCATION, AND (4) GUIDELINES FOR FURTHER RESEARCH. (JH)

ED 003 298 24

CONSTRUCTION AND STANDARDIZATION OF A BATTERY OF BRAILLE SKILL TESTS.
BY- WOODCOCK, RICHARD W. BOURGEAULT, STANLEY E.
COLORADO STATE COLLEGE, GREELEY
REPORT NUMBER CRP-1650 PUB DATE 64
EDRS PRICE MF-$0.18 HC-$4.72 118P.

DESCRIPTORS- *BLIND, *BRAILLE, *SPECIAL EDUCATION, *STANDARDIZED TESTS, *TESTING, ACHIEVEMENT TESTS, BLIND CHILDREN, COLORADO, GREELEY, READING TESTS, TEST CONSTRUCTION,

A BATTERY OF TESTS WAS DEVELOPED AND STANDARDIZED TO MEASURE MASTERY OF TWO BRAILLE CODES--THE GRADE 2 LITERARY CODE AND THE NEMETH CODE FOR MATHEMATICAL NOTATION. DESIGNATED AS THE "COLORADO BRAILLE BATTERY," THESE TESTS PROVIDED OBJECTIVE MEASUREMENT DATA REGARDING A STUDENT'S

OVERALL DEVELOPMENT IN BRAILLE, AS WELL AS A MEANS OF ANALYZING SPECIFIC STRENGTHS AND WEAKNESSES IN BRAILLE SKILLS. THE BATTERY SHOULD FIND USE WITH BLIND CHILDREN AND ADULTS, WITH SIGHTED PERSONS REQUIRED TO HAVE KNOWLEDGE OF THE BRAILLE CODES, AND AS A RESEARCH TOOL. (JM)

ED 003 299 24

ARITHMETICAL ABSTRACTIONS--THE MOVEMENT TOWARD CONCEPTUAL MATURITY UNDER DIFFERING SYSTEMS OF INSTRUCTION.
BY- BROWNELL, WILLIAM A.
CALIFORNIA UNIV., BERKELEY
REPORT NUMBER CRP-1676 PUB DATE JUL 64
REPORT NUMBER OEC-2-10-103
EDRS PRICE MF-$0.54 HC-$14.64 366P.

DESCRIPTORS- *ARITHMETIC, *COMPARATIVE EDUCATION, *CONCEPT FORMATION, *INSTRUCTIONAL PROGRAMS, *MATHEMATICAL CONCEPTS, *MATHEMATICS INSTRUCTION, BERKELEY, CALIFORNIA, COMPARATIVE ANALYSIS, ELEMENTARY EDUCATION, ENGLAND, INTERVIEWS, SCOTLAND,

SEVERAL TEACHING PROGRAMS OF MATHEMATICAL CONCEPTS WERE INVESTIGATED IN AN EFFORT TO DEVELOP MEANS FOR ENHANCING CONCEPTUAL MATURITY AMONG CHILDREN. INTERVIEWS WERE ASSIGNED TO ENGLISH AND SCOTTISH SCHOOLS WHERE DIFFERENT ARITHMETIC PROGRAMS WERE TAUGHT. DATA WERE COLLECTED ON SCHOOL ACHIEVEMENT AND SCHOLASTIC ABILITY FROM INTERVIEWS WITH INDIVIDUAL SUBJECTS. A SERIES OF PRINTED ARITHMETICAL TASKS WAS EMPLOYED TO ASCERTAIN SPECIFIC MENTAL PROCESSES. THE RELATIVE EFFECTIVENESS OF ONE PROGRAM OVER THE OTHER WAS NOT FOUND. FURTHER RESEARCH ON CERTAIN GENERAL PROBLEMS IN ARITHMETIC EVALUATION WAS RECOMMENDED. (RS)

ED 003 300 24

EDUCATION AND MARGINALITY IN THE COMMUNAL SOCIETY OF THE HUTTERITES.
BY- HOSTETLER, JOHN A.
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
REPORT NUMBER CRP-1683 PUB DATE 65
REPORT NUMBER OEC-2-10-131
EDRS PRICE MF-$0.45 HC-$11.24 281P.

DESCRIPTORS- *COMMUNITY EDUCATION, *COMMUNITY STUDY, *CULTURAL EDUCATION, *CULTURAL ENVIRONMENT, *EDUCATIONAL ATTITUDES, *MORAL VALUES, CULTURAL BACKGROUND, HISTORICAL REVIEWS, HUTTERITES, INTERVIEWS, PENNSYLVANIA, QUESTIONNAIRES, SCHOOL COMMUNITY RELATIONSHIP, UNIVERSITY PARK,

THIS STUDY GIVES OBSERVATIONS OF THE EDUCATIONAL SYSTEM OF THE HUTTERITES AS A METHOD OF SOCIALIZATION. THE VALUES TRANSMITTED TO CHILDREN IN SUCH A COMMUNAL SOCIETY ARE EXPLORED. THE COLLECTIVE-ORIENTED PERSONALITY IS PRESENTED AS IT IS DERIVED FROM THE MORAL TEACHINGS. WAYS IN WHICH PERSONS DEVIATE FROM COMMUNITY TEACHINGS AND BECOME DEFECTORS ARE ALSO EXAMINED. DOCUMENTS ON CHILD REARING, SOCIALIZATION, AND THE HUTTERITE CHARTER ARE INCLUDED. (LP)

ED 003 301 24

TRANSFER THROUGH VERBAL CUEING IN CONCEPT IDENTIFICATION.
BY- WITTROCK, M.C. KEISLAR, E.R.
CALIFORNIA UNIV., LOS ANGELES
REPORT NUMBER CRP-1684 PUB DATE 64
EDRS PRICE MF-$0.27 HC-$7.76 194P.

DESCRIPTORS- *COLLEGE STUDENTS, *CUEING, *DISCOVERY PROCESSES, *PROBLEM SOLVING, *TRANSFER OF TRAINING, *VERBAL COMMUNICATION, *VERBAL LEARNING, CALIFORNIA, LOS ANGELES, VERBAL ABILITY,

VERBAL CUEING UNDER CONDITIONS COMPARABLE TO THE CLASSROOM WAS STUDIED TO TEST THE HYPOTHESIS THAT THE SPECIFICITY OF VERBAL CUES DURING TRAINING IS INVERSELY RELATED TO BREADTH OF TRANSFER OF THE ABILITY TO DISCOVER A PROBLEM SOLUTION IN THE ABSENCE OF CUES. THREE DIFFERENT EXPERIMENTS WERE CARRIED OUT, EACH UTILIZING 50 TO 150 CHILDREN AS SUBJECTS. EACH SUBJECT WAS REQUIRED TO SELECT (IN MULTIPLE-CHOICE FASHION) A PICTURE, FIGURE, OR A WORD WHICH MATCHED A MODEL WITH RESPECT TO A DIMENSION TO BE DISCOVERED. ON CRITERION TESTS, SUBJECTS WERE GIVEN NO CUES. THEY WERE REQUIRED TO FIND, THROUGH THEIR OWN RESOURCES, THE APPROPRIATE BASIS FOR MATCHING. CONCLUSIONS INDICATED THAT--(1) THE CLASS CUE GROUP WAS ABLE TO PERFORM WELL ON THE POST-TESTS, (2) SOME EVIDENCE REGARDING THE MOTIVATIONAL RESULTS OF LEARNING BY DISCOVERY WAS UNCOVERED, (3) THE INVESTIGATOR HAD AN ACUTE PROBLEM IN THAT THE STUDY OF CERTAIN VARIABLES WERE AT THE EXPENSE OF OTHERS, (4) INDICATIONS WERE THAT WHETHER OR NOT DISCOVERY LEARNING IS EFFECTIVE PROBABLY DEPENDS UPON THE LEARNER'S HISTORY OF ASSOCIATIONS TO PROBLEMS AND THE CUES AS WELL AS UPON HIS ACQUIRED METHODS OF DISCOVERING, (5) THE EFFECTIVENESS OF A CUE MAY BE PREDICTED ON THE BASIS OF ITS PREVIOUS ASSOCIATIONS AND ON THE TYPE OF TEST USED TO MEASURE ITS EFFECT, (6) CHILDREN CAN BE TAUGHT TO DISCOVER SOLUTIONS TO CERTAIN TYPES OF PROBLEMS, AND (7) THE PROCEDURE OF DEFINING ABSTRACT CONCEPTS SUCH AS "DISCOVERY" IN OPERATIONAL TERMS OF INDEPENDENT AND DEPENDENT VARIABLES ALLOWS ONE TO ANALYZE THE FUNCTIONAL RELATIONS BETWEEN THEM. (HB)

ED 003 302 24

COMPARISON OF TWO METHODS OF TEACHING REMEDIAL ENGLISH TO COLLEGE FRESHMEN.
BY- CARTER, LAMORE J. AND OTHERS
GRAMBLING COLL., LA.
REPORT NUMBER CRP-1704 PUB DATE 63
EDRS PRICE MF-$0.18 HC-$3.84 96P.

DESCRIPTORS- *COLLEGE INSTRUCTION, *COMPOSITION (LITERARY), *ENGLISH, *ORAL ENGLISH, *REMEDIAL COURSES, COMPARATIVE ANALYSIS, ENGLISH CURRICULUM, GRAMBLING, LABORATORY EXPERIMENTS, LANGUAGE LABORATORIES, LOUISIANA, REMEDIAL PROGRAMS, TEACHING METHODS,

REMEDIAL ENGLISH INSTRUCTIONAL METHODS FOR COLLEGE WERE COMPARED TO DETERMINE WHICH OF TWO APPROACHES PRODUCES THE GREATER AMOUNT OF MEASURABLE EDUCATIONAL RESULTS AND WHICH CONTRIBUTES TO GREATER PERSISTENCY OF ACQUIRED SKILLS IN WRITTEN AND SPOKEN ENGLISH. IN ADDITION, THE RELATIONSHIPS AMONG IMPROVEMENT AND PERSISTENCY OF IMPROVEMENT IN WRITTEN AND SPOKEN ENGLISH AND INTELLIGENCE TEST SCORES WERE DESCRIBED. THE TWO INSTRUCTIONAL APPROACHES UNDER INVESTIGATION WERE--(1) THE CONVENTIONAL METHOD, INVOLVING THE USE OF A TEXTBOOK WITH LECTURES, GRAMMAR DRILLS, CLASS DISCUSSIONS, AND IMPROMPTU SPEECHES AND ESSAYS, CENTERED

AROUND THE MOST COMMON ENGLISH ERRORS OF COLLEGE STUDENTS, AND (2) THE LABORATORY METHOD, USING SPECIALLY STRUCTURED, UNREHEARSED VERBAL RECORDINGS OF CLASSROOM RESPONSES AND MIMEOGRAPHED COPIES OF THE SAME MATERIAL AS TEACHING CONTENT TO INSTILL BETTER STUDENT UNDERSTANDING AND SKILLS IN ENGLISH WITHOUT THE USE OF TEXTBOOKS OR WORKBOOKS. APPROXIMATELY 130 COLLEGE FRESHMEN ENROLLED IN 4 CLASSES (2 FOR EACH METHOD) WERE THE SUBJECTS. PRETEST, RETEST, AND PERSISTENCY TEST SCORES WERE OBTAINED AND ANALYZED ON THE STUDENTS' WRITTEN OR SPOKEN ENGLISH. USING THIS SAMPLE, THE INVESTIGATORS NOTED THAT THE LABORATORY METHOD WAS ONLY SUPERIOR WITH RESPECT TO TEACHING SPOKEN ENGLISH SKILLS. OTHER DEMONSTRATED DIFFERENCES WERE NEGLIGIBLE. FURTHER RESEARCH WAS SUGGESTED, HOWEVER, TO DETERMINE THE PRODUCTIVITY OF THIS LABORATORY METHOD IN REGULAR ENGLISH CLASSES. (JH)

ED 003 303 24

RELATIONSHIPS BETWEEN PERSONALITY VARIABLES AND CLASSROOM BEHAVIOR OF TEACHING INTERNS.
BY- GORDON, IRA J.
FLORIDA UNIV., GAINESVILLE
REPORT NUMBER CRP-1717 PUB DATE 64
EDRS PRICE MF-$0.27 HC-$6.72 168P.

DESCRIPTORS- *BEGINNING TEACHERS, *PERSONALITY ASSESSMENT, *PERSONALITY STUDIES, *TEACHER CHARACTERISTICS, *TEACHER EDUCATION, *TEACHER INTERNS, CLASSROOM ENVIRONMENT, ELEMENTARY SCHOOL TEACHERS, FLORIDA, GAINESVILLE, JUNIOR HIGH SCHOOLS, SENIOR HIGH SCHOOLS, TEACHER EVALUATION, TEACHER QUALIFICATION, TEACHERS, TEACHING CONDITIONS,

A STUDY WAS UNDERTAKEN TO DETERMINE THE RELATIONSHIP BETWEEN (TEACHER) INTERNS' SCORES ON PERSONALITY SCHEDULES AND CASE STUDY INSTRUMENTS AND THE EMOTIONAL CLIMATE OF THEIR CLASSROOM. THERE WERE THREE GENERAL CATEGORIES OF HYPOTHESES--(1) THOSE PERTAINING TO THE RELATIONSHIP BETWEEN PERSONALITY VARIABLES AND BEHAVIORAL VARIABLES, (2) THOSE PERTAINING TO OTHER CHARACTERISTICS OF THE TEACHING INTERN AND BOTH PERSONALITY AND BEHAVIORAL VARIABLES, AND (3) THOSE PERTAINING TO PERSONALITY PERCEPTION AND ITS RELATIONSHIP TO BOTH PERSONALITY VARIABLES AND TEACHING BEHAVIOR. SUBJECTS IN THE STUDY WERE INTERNS FROM ELEMENTARY SCHOOLS, JUNIOR HIGH, AND SENIOR HIGH SCHOOLS. THE SUBJECTS WERE RATED BY TRAINED OBSERVERS USING AN OBSERVATION SCHEDULE DESIGNED TO DECREASE THE AMOUNT OF JUDGMENT REQUIRED OF THE OBSERVER. THIS SCHEDULE WAS NAMED OSCAR (MEDLEY AND MITZEL). THE SUBJECTS WERE ADMINISTERED THE EDWARDS, THURSTONE, AND "DEBBIE" AND "ALICE" CASE INSTRUMENTS BEFORE BEGINNING THEIR INTERN WORK. DATA FROM THE TESTS WERE ANALYZED SEPARATELY BY SEX AND TEACHING LEVEL IN RELATION TO THE OSCAR SCORE. EACH MATRIX WAS FACTOR ANALYZED TO DISCLOSE THE FUNDAMENTAL DIMENSIONS IMPLICIT IN THE MEASURE. THE PROJECT FAILED TO CONFIRM ANY OF THE PARTICULAR RELATIONSHIPS FOUND BETWEEN OBSERVED BEHAVIOR AND PERSONALITY SCHEDULES BY RYANS, AND MEDLEY AND MITZEL. RELATIONSHIPS WERE NOT CLEAR. A NUMBER OF SUGGESTIONS FOR FURTHER RESEARCH, USING TEACHERS RATHER THAN INTERNS, WERE PRESENTED. (JC)

ED 003 304 24

PROCEDURES FOR EVALUATING THE HEARING OF THE MENTALLY RETARDED.
BY- WEBB, CLARENCE AND OTHERS
CENTRAL MICHIGAN UNIV., MOUNT PLEASANT
REPORT NUMBER CRP-1731 PUB DATE 64
EDRS PRICE MF-$0.27 HC-$7.32 183P.

DESCRIPTORS- *AUDITORY DISCRIMINATION, *EVALUATION METHODS, *IDENTIFICATION TESTS, *MENTAL RETARDATION, *REHABILITATION, *TEST CONSTRUCTION, AUDITION (PHYSIOLOGY), AUDITORY VISUAL TESTS, CORRECTIVE INSTITUTIONS, MICHIGAN, MT. PLEASANT, SCREENING TESTS, TEST VALIDITY, TESTING,

APPROXIMATELY 1,300 MENTALLY RETARDED PATIENTS WERE INVOLVED IN A STUDY ON THE ADEQUACY OF HEARING TESTS, THE INCIDENCE OF HEARING LOSS, AND STANDARDIZATION OF PROCEDURES. THE STUDY INCLUDED TEST STANDARDIZATION AND EVALUATION, HEARING SCREENING AND PSYCHOLOGICAL-SOCIAL-OTOLOGICAL EVALUATION, AND HEARING TEST DEVELOPMENT. THE SUBJECTS WHO POSSESSED HEARING DEFICIENCIES UNDERWENT INTENSIVE AND COMPREHENSIVE TESTING PROCEDURES. DATA ANALYSIS INCLUDED TEST-RETEST AND INTERJUDGE SCORES CORRELATION, COMPARISONS, AND ANALYSES OF VARIANCE. THE RESULTS OBTAINED INDICATED--(1) DETECTION OF HEARING LOSS RESPONSES IS DEPENDENT ON THE TESTING PROCEDURE AND THE RESPONSES REQUIRED, (2) TWO CURRENTLY AVAILABLE TESTS FROM THE BATTERY UTILIZED WERE FOUND USEFUL FOR SCREENING, AND (3) DEVELOPED TEST PROCEDURES WERE FOUND UNRELIABLE FROM TEST TO RETEST, BUT POTENTIALLY CAPABLE IF FURTHER DEVELOPED. (RS)

ED 003 305 24

OBJECTIVE MEASUREMENT IN INSTRUMENTAL MUSIC PERFORMANCE.
BY- GUTSCH, KENNETH U.
UNIVERSITY OF SOUTHERN MISSISSIPPI, HATTIESBURG
REPORT NUMBER CRP-1734 PUB DATE 64
EDRS PRICE MF-$0.27 HC-$5.80 145P.

DESCRIPTORS- *ACHIEVEMENT TESTS, *APPLIED MUSIC, *MUSIC EDUCATION, *TESTING, HATTIESBURG, INSTRUCTIONAL MATERIALS, MISSISSIPPI, MUSIC, STUDENT TESTING, TEST CONSTRUCTION,

THIS STUDY DEVELOPED AN INDIVIDUAL TEST FOR ASSESSING A MUSIC INSTRUMENTALIST'S ACHIEVEMENT WHILE SIGHT-READING RHYTHMS. A MATHEMATICAL SYSTEM WAS USED TO CONSTRUCT 300 RHYTHMICAL PROBLEMS CONSISTING OF 1 OR MORE MEASURES OF MUSICAL NOTATION. BASED ON PRETESTING RESULTS, A TEST WAS CONSTRUCTED OF 200 FLASH CARDS ARRANGED IN ORDER OF DIFFICULTY. SPECIFIC STIPULATIONS WERE MADE REGARDING ADMINISTERING AND SCORING THE TEST. THE TEST WAS ADMINISTERED TO ALMOST 800 PUBLIC SCHOOL STUDENTS WHO WERE IN THE FIFTH GRADE OR ABOVE AND HAD COMPLETED AT LEAST 6 WEEKS OF INSTRUMENTAL MUSIC EXPERIENCE. IT WAS CONCLUDED THAT THE TEST HAD CONSTRUCT VALIDITY AND THE JUDGES WHO SCORED THE TEST WERE RELIABLE. THERE WAS A LEARNING EFFECT BETWEEN FIRST AND SECOND TEST ADMINISTRATIONS. (JM)

ED 003 306 24

EFFECTIVENESS OF A PILOT INFORMATION SERVICE FOR EDUCATIONAL RESEARCH MATERIALS.
BY- TAGUE, JEAN
WESTERN RESERVE UNIV., CLEVELAND
REPORT NUMBER CRP-1743 PUB DATE 63
WESTERN RESERVE UNIV., CLEVELAND, SCH.OF LIB. SCI.
EDRS PRICE MF-$0.18 HC-$2.52 63P.

DESCRIPTORS- *EDUCATIONAL RESEARCH, *INFORMATION RETRIEVAL, *INFORMATION STORAGE, CLEVELAND, OHIO, SYSTEMS ANALYSIS,

REQUIREMENTS OF A PILOT INFORMATION SERVICE FOR EDUCATIONAL RESEARCH WERE INVESTIGATED BY ISOLATING THE CHARACTERISTICS OF DOCUMENTS JUDGED RELEVANT BY QUESTIONERS (USERS). IN ADDITION, RETRIEVAL STRATEGIES WERE COMPARED ON THE BASIS OF THE RELEVANCE AND RECALL FACTORS FOR EACH STRATEGY. THE FOLLOWING CONCLUSIONS WERE REACHED--(1) IN PROGRAMING QUESTIONS, THE NUMBER OF WORDS REQUIRED IN COMBINATION IS OF GREATER SIGNIFICANCE THAN THE TYPE OF WORDS REQUIRED, AS FAR AS RETRIEVAL OR RELEVANT AS OPPOSED TO PERIPHERAL OR NONRELEVANT ANSWERS IS CONCERNED, (2) THE RELATED WORDS WHICH A PROGRAMER ADDS TO AN ORIGINAL STATEMENT OF A QUESTION ARE USEFUL AS INDEXING AND EVALUATING WORDS, ALTHOUGH THEIR INDEXING EFFECTIVENESS IS LOWER THAN THAT OF QUESTION WORDS, (3) A SEMANTIC CODE LEADS FROM THE QUESTION WORDS TO VERY FEW, ADDITIONAL INDEXING TERMS, (4) TITLES NEED NOT BE RECORDED ON TAPE AS SEPARATE ENTITIES, AND (5) THE INFORMATION IN TELEGRAPHIC ABSTRACTS SHOULD BE INCLUDED IN CONVENTIONAL ABSTRACTS. (TC)

ED 003 307 24

OUT-OF-CLASS PROGRAMED INSTRUCTION COMPARED WITH CONVENTIONAL HOMEWORK ASSIGNMENTS IN TEACHING EXPOSITORY WRITING IN FRESHMAN ENGLISH.
BY- TOMTZ, JACK E. LANG, GERHARD
FAIRLEIGH DICKINSON UNIV., TEANECK, N.J.
REPORT NUMBER CRP-1750 PUB DATE 63
EDRS PRICE MF-$0.27 HC-$5.88 147P.

DESCRIPTORS- *COMPARATIVE ANALYSIS, *ENGLISH INSTRUCTION, *HOME STUDY, *PROGRAMED MATERIALS, ACADEMIC ACHIEVEMENT, COLLEGE STUDENTS, NEW JERSEY, TEANECK, WRITING EXERCISES,

THE EFFECTIVENESS OF PROGRAMED PRESENTATION OF THE ENGLISH LANGUAGE WAS COMPARED TO CONVENTIONAL WORK ASSIGNMENTS. EXPERIMENTAL AND CONTROL GROUPS CONSISTED OF 273 FRESHMAN STUDENTS WHO WERE RANDOMLY DISTRIBUTED IN 12 ENGLISH SECTIONS. THEY ATTENDED REGULAR CLASSES BUT RECEIVED DIFFERENT OUT-OF-CLASS TREATMENTS. ALL SUBJECTS WERE TESTED DURING THREE PERIODS OF THE STUDY--PRETESTING, POST-TESTING, AND RETENTION. SPECIALLY CONSTRUCTED TESTS AND QUESTIONNAIRES WERE ALSO INCLUDED. TREATMENT OF DATA COLLECTED WAS BY ANALYSIS OF VARIANCE AND COVARIANCE. THE MAJOR CONCLUSIONS INDICATED THAT THE PROGRAMED PRESENTATION WAS NOT BETTER THAN THE CONVENTIONAL ASSIGNMENTS, THAT EXPERIMENTAL SUBJECTS DID AS WELL AS THE CONTROL SUBJECTS, AND THAT EXPERIMENTAL SUBJECTS SPENT LESS TIME WITH THEIR WORK. FUTURE RESEARCH IS SUGGESTED TO DISCOVER THE CONDITIONS UNDER WHICH TRANSFER OF CONTENT OCCURS AND TO IDENTIFY THE OPERATIONAL FACTORS THROUGH WHICH TRANSFER HAPPENS. PROGRAMS SHOULD BE DEVELOPED IN ALL ASPECTS OF ENGLISH LANGUAGE FOR USE AT COLLEGE AND UNIVERSITY LEVELS. (RS)

ED 003 308 24

INFLUENCE OF "RESSENTIMENT" ON STUDENT EXPERIENCE IN SECONDARY SCHOOL.
BY- NORDSTROM, CARL AND OTHERS
CITY UNIV. OF NEW YORK, BROOKLYN COLL.
REPORT NUMBER CRP-1758 PUB DATE 65
EDRS PRICE MF-$0.27 HC-$7.32 183P.

DESCRIPTORS- *BEHAVIOR PATTERNS, *CREATIVITY, *EDUCATIONAL ENVIRONMENT, *RESENTMENT, *STUDENT EXPERIENCE , ATTITUDES, BROOKLYN, CONFORMITY, CREATIVITY RESEARCH, EDUCATIONAL ATTITUDES, EDUCATIONAL POLICY, HIGH SCHOOL STUDENTS, NEW YORK, PUBLIC EDUCATION, SOCIALLY DEVIANT BEHAVIOR, STUDENT ATTITUDES,

THE INFLUENCE OF ATTITUDES OF "RESSENTIMENT" ON SECONDARY SCHOOLS AND THEIR STUDENTS WAS ASSESSED. (THE TERM "RESSENTIMENT" WAS USED TO REFER TO A KIND OF FREE-FLOATING ILL-TEMPER THAT IS PART OF THE SYNDROME PRODUCED BY HOSTILITY REPRESSED OVER LONG PERIODS OF ADULT LIFE, AND WHICH IS CHARACTERIZED BY FEELINGS OF SEVERE AND PERVASIVE IMPOTENCE AND A HIGH DEGREE OF EMOTIONAL CONSTRICTION.) IT WAS HYPOTHESIZED THAT PUBLIC EDUCATION IS ONE OF THE SOCIAL INSTITUTIONS MOST STRONGLY AFFECTED BY "RESSENTIMENT", AND THAT THIS IS A MAJOR FACTOR IN MAKING IT HOSTILE TO CREATIVE YOUNGSTERS AND THEIR POTENTIAL GIFTS. SEVERAL HUNDRED STUDENTS FROM PUBLIC AND INDEPENDENT SCHOOLS WERE ADMINISTERED NUMEROUS ITEMS DESIGNED TO LOCATE AND DESCRIBE THE EFFECTS OF "RESSENTIMENT" PRACTICES AND ATTITUDES. THE RESULTING DATA WERE USED FOR PLACING THE MAJORITY OF THE PARTICIPANTS INTO TWO BROAD, RESIDUAL CATEGORIES--(1) THE "CONVENTIONALS," OR THOSE STUDENTS WHO GENERALLY ACCEPT THE CONVENTIONS OF THEIR INSTITUTION AND EXHIBIT BEHAVIOR PATTERNS INDICATIVE OF RESIGNATION, AND (2) THE "ADOLESCENTS," OR THOSE WHOSE PRIMARY CONCERN IS WITH THE MEANING OF THEIR OWN IDENTITY AS THEY DEVELOP IN THE SCHOOL SETTING. BASED ON THESE CATEGORICAL CHARACTERISTICS, IT WAS POSSIBLE TO DETERMINE, TO A LIMITED EXTENT, THE PREDOMINANCE OF "RESSENTIMENT" IN THE PARTICULAR SCHOOLS SURVEYED. (JH)

ED 003 309 24

PUBLIC CONCEPTS OF THE COST AND UTILITY OF HIGHER EDUCATION.
BY- CAMPBELL, ANGUS ECKERMAN, WILLIAM C.
MICHIGAN UNIV., ANN ARBOR,INST.FOR SOCIAL RESEARCH
REPORT NUMBER CRP-1816 PUB DATE 64
MICHIGAN UNIV., ANN ARBOR,SURVEY RESEARCH CENTER
EDRS PRICE MF-$0.27 HC-$5.80 145P.

DESCRIPTORS- *FINANCIAL SUPPORT, *HIGHER EDUCATION, *PUBLIC OPINION, *SURVEYS, *VALUES, ANN ARBOR, COLLEGES, INTERVIEWS, MICHIGAN, PERSONAL VALUES, SCHOOL FUNDS, SCHOOL SUPPORT, SCHOOL TAXES, UNIVERSITIES,

THE STUDY'S OBJECTIVES WERE (1) TO APPRAISE PUBLIC CONCEPTS OF THE PERSONAL VALUE OF HIGHER EDUCATION, (2) TO DETERMINE PUBLIC CONCEPTS OF THE VALUE OF HIGHER EDUCATION TO SOCIETY, (3) TO DETERMINE THE PUBLIC UNDERSTANDING OF THE PROBLEM OF STUDENT DEMAND AND INSTITUTIONAL LIMITATIONS, (4) TO DISCOVER THE PUBLIC UNDERSTANDING AND ATTITUDES TOWARD THE FINANCING OF HIGHER EDUCATION, AND (5) TO DISCOVER RELATIONSHIPS OF PUBLIC ATTITUDES TOWARD HIGHER EDUCATION TO ATTITUDES TOWARD PUBLIC EDUCATION AT THE PRECOLLEGE LEVEL, AND TO DETERMINE HOW DIFFERENCES IN PERCEPTIONS, CONCEPTS, ATTITUDES, AND INTENTIONS RELATE TO DIFFERENCES AMONG MAJOR SEGMENTS OF THE POPULATION. A NATIONAL SAMPLE INTERVIEW SURVEY METHOD WAS USED. APPROXIMATELY 1,350 INTERVIEWS WERE MADE. THE STUDY POINTED OUT PUBLIC OPINION AS OF THE SPRING OF 1963, BUT THE INVESTIGATORS FEEL THAT THE DYNAMIC SOCIAL AND ECONOMIC CHARGES CONTINUING IN THIS COUNTRY WILL OBSOLETE THE DATA FOUND RELEVANT AT THAT TIME. CONCLUSIONS WERE

THAT--(1) PUBLIC OPINION WAS ONLY PARTLY FORMED, FREQUENTLY UNINFORMED, AND WOEFULLY CONFUSED, (2) VERY FEW PEOPLE BELIEVED THAT THE COUNTRY WOULD BE BETTER OFF IF THERE WERE FEWER COLLEGE GRADUATES, (3) MORE PEOPLE BELIEVED THAT A COLLEGE EDUCATION HAS MORE VALUE TO THE INDIVIDUAL THAN TO SOCIETY AS A WHOLE, (4) MOST FELT THAT A COLLEGE EDUCATION WAS THE RIGHT OF AMERICAN YOUTH, (5) PUBLIC OPINION PREPARED FOR SUBSTANTIAL INCREASES IN EDUCATIONAL EXPENDITURES, (6) A HIGH PROPORTION OF PARENTS WANTED THEIR CHILDREN TO ATTEND COLLEGE, AND (7) COLLEGE ATTENDANCE WAS CLEARLY ASSOCIATED WITH ECONOMIC STATUS. (MB)

ED 003 310 24

THE RELATIONSHIP BETWEEN EARLY MANUAL COMMUNICATION AND LATER ACHIEVEMENT OF THE DEAF.
BY- BIRCH, JACK W. STUCKLESS, E. ROSS
PITTSBURGH UNIV., PA., SCHOOL OF EDUCATION
REPORT NUMBER CRP-1769 PUB DATE MAY 64
CONTRACT OEC-3-10-078
EDRS PRICE MF-$0.18 HC-$2.64 66P.

DESCRIPTORS- *DEAF EDUCATION, *EARLY EXPERIENCE , *FINGER SPELLING, *LANGUAGE SKILLS, *SIGN LANGUAGE, *SKILL DEVELOPMENT, DEAF CHILDREN, DEAF RESEARCH, LANGUAGE TESTS, LIPREADING, PENNSYLVANIA, PERSONAL ADJUSTMENT, PITTSBURGH, PSYCHOEDUCATIONAL PROCESSES, READING SKILLS, SPEECH SKILLS, WRITING SKILLS,

AN INVESTIGATION WAS UNDERTAKEN TO DETERMINE WHETHER EARLY MANUAL COMMUNICATION WITH DEAF CHILDREN INFLUENCES THEIR SUBSEQUENT ACQUISITION OF (1) INTELLIGIBLE SPEECH, (2) READING ABILITY, (3) SPEECH READING ABILITY, (4) WRITTEN LANGUAGE, AND (5) PSYCHOSOCIAL ADJUSTMENT. THE DESIGN INVOLVED MATCHED PAIRS OF SUBJECTS BECAUSE OF THE LARGE NUMBER OF VARIABLES WHICH NEEDED TO BE CONTROLLED. EARLY MANUAL COMMUNICATION WAS THE INDEPENDENT VARIABLE. ONE SUBJECT OF EACH MATCHED PAIR WAS A DEAF CHILD WHO HAD LEARNED MANUAL COMMUNICATION FROM INFANCY. THE OTHER WAS A DEAF SUBJECT WHO HAD NOT LEARNED MANUAL COMMUNICATION FROM INFANCY. FROM 5 SCHOOLS FOR THE DEAF, A PRELIMINARY MATCHING LED TO 105 CHILDREN OF DEAF PARENTS BEING MATCHED WITH 337 DEAF CHILDREN OF HEARING PARENTS. ALL CHILDREN WERE 10 YEARS OF AGE OR OVER. DATA COLLECTED BY PARENTAL QUESTIONNAIRES WERE USED IN PAIRING OF CHILDREN. PAIRS OF SUBJECTS WERE MATCHED AND TESTED WITH REGARD TO SEVERAL VARIABLES. THE DEAF CHILDREN WHO HAD LEARNED TO COMMUNICATE MANUALLY FROM INFANCY WERE SUPERIOR TO THE GROUP WITHOUT EARLY COMMUNICATION EXPERIENCES IN SPEECHREADING, READING, AND WRITTEN LANGUAGE. IT WAS CONCLUDED THAT, WHEN THE INFLUENCE OF EARLY MANUAL COMMUNICATION ON THE LANGUAGE OF DEAF CHILDREN IS PRESENT, THIS INFLUENCE HELPS THE DEVELOPMENT OF CONVENTIONAL LANGUAGE SKILLS. (JC)

ED 003 311 24

CHILD-REARING ANTECEDENTS OF ACHIEVEMENT BEHAVIORS IN SECOND GRADE BOYS.
BY- RAU, LUCY AND OTHERS
STANFORD UNIV., CALIF.
REPORT NUMBER CRP-1838 PUB DATE 64
EDRS PRICE MF-$0.45 HC-$11.20 280P.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *BEHAVIOR PATTERNS, *CHILD REARING, *PARENT ATTITUDES, *PERSONALITY ASSESSMENT, CALIFORNIA, FAMILY RELATIONSHIP, GRADE 2, MALES, MEASUREMENT TECHNIQUES, PREDICTIVE MEASUREMENT, QUESTIONNAIRES, STANFORD,

THE INTERRELATIONSHIPS AMONG PARENTAL CHILD-REARING ATTITUDES AND PRACTICES ON CHILDREN'S ACHIEVEMENT BEHAVIORS WERE EXPLORED. APPROXIMATELY 104 SECOND-GRADE BOYS WERE SELECTED AS SUBJECTS. FOUR MEASURES WERE EMPLOYED TO ASSESS ACHIEVEMENT AND THREE METHODS USED TO MEASURE ACHIEVEMENT-RELATED PERSONALITY VARIABLES. QUESTIONNAIRES WERE SENT TO THE PARENTS TO ASCERTAIN THEIR PRACTICES. AN INTERCORRELATION MATRIX WAS OBTAINED VIA COMPUTER PROCESSING. SUCCESSFUL ACHIEVERS WERE FOUND TO POSSESS WELL-ADJUSTED BEHAVIOR. PARENT ATTITUDES ASSOCIATED WITH ACHIEVEMENT WERE CORRELATED WITH INTELLIGENCE. PARENT EDUCATION PROGRAMS WERE PROPOSED TO MODIFY PARENT ATTITUDES TOWARD ADJUSTMENT AND ACHIEVEMENT IN THEIR CHILDREN. (RS)

ED 003 312 24

SILENT SPEECH DURING SILENT READING.
BY- MCGUIGAN, FRANK J.
HOLLINS COLLEGE, VA.
REPORT NUMBER CRP-1863 PUB DATE 64
EDRS PRICE MF-$0.09 HC-$2.04 51P.

DESCRIPTORS- *COVERT RESPONSE, *INNER SPEECH (SUBVOCAL), *READING PROCESSES, *SPEECH HABITS, *THOUGHT PROCESSES, BEHAVIOR, CALIFORNIA READING TEST, HOLLINS COLLEGE, INTERPRETIVE READING, KUHLMAN ANDERSON TEST, READING TESTS, STUDENT BEHAVIOR, VIRGINIA,

EFFORTS WERE MADE IN THIS STUDY TO (1) RELATE THE AMOUNT OF SILENT SPEECH DURING SILENT READING TO LEVEL OF READING PROFICIENCY, INTELLIGENCE, AGE, AND GRADE PLACEMENT OF SUBJECTS, AND (2) DETERMINE WHETHER THE AMOUNT OF SILENT SPEECH DURING SILENT READING IS AFFECTED BY THE LEVEL OF DIFFICULTY OF PROSE READ AND BY THE READING OF A FOREIGN LANGUAGE. THREE EXPERIMENTS WERE CONDUCTED. FOR THE FIRST EXPERIMENT 36 VACATION BIBLE SCHOOL CHILDREN BETWEEN 6 AND 11 YEARS OF AGE WERE INVOLVED. EXPERIMENT 2 INVOLVED 60 CHILDREN FROM A PUBLIC ELEMENTARY SCHOOL, AND IN THE THIRD EXPERIMENT, 24 FEMALE COLLEGE STUDENTS SERVED AS SUBJECTS. PRIOR TO CARRYING OUT THE EXPERIMENTS, SUBJECTS WERE CLASSIFIED BY READING AND IQ LEVELS, AGE, AND GRADE PLACEMENT. DISC SURFACE ELECTRODES RECORDED CHIN ACTIVITY IN THE FIRST EXPERIMENT. LIP ACTIVITY WAS RECORDED IN THE OTHER TWO EXPERIMENTS. READING MATERIAL WAS PRESENTED AT ONE END OF A VIEWING BOX AND WAS CHANGED BY A SYSTEM OF ROLLERS. MICROPHONES WERE USED TO RECORD ANY AUDIBLE SUBVOCAL SPEECH. MUSCLE ACTION AND BREATHING ACTIVITY WERE RECORDED FOR SOME SUBJECTS. IT WAS CONCLUDED THAT THE ACTIVITY OF SILENT READING EITHER CONSISTS OF, OR RESULTS IN, COVERT LANGUAGE RESPONSES (DEVOTED BY THE TERM "SILENT SPEECH" AS MEASURED BY LIP AND CHIN MOVEMENT, AMPLIFIED SUBVOCALIZATION, AND BREATHING RATE). A TOTAL OF 12 MORE SPECIFIC CONCLUSIONS ARE DISCUSSED. (JC)

ED 003 313 24

COMPARISONS OF THE READING AND SPELLING ACHIEVEMENT AND QUALITY OF HANDWRITING OF GROUPS OF ENGLISH, SCOTTISH, AND AMERICAN CHILDREN.
BY- ANDERSON, IRVING H. AND OTHERS
MICHIGAN UNIV., ANN ARBOR

REPORT NUMBER CRP-1903 PUB DATE 62
EDRS PRICE MF-$0.45 HC-$13.28 332P.

DESCRIPTORS- *COMPARATIVE EDUCATION, *HANDWRITING SKILLS, *READING COMPREHENSION, *SPELLING, ANN ARBOR, COMPARATIVE ANALYSIS, METROPOLITAN ACHIEVEMENT TEST, METROPOLITAN HANDWRITING SCALE, MICHIGAN, STANFORD ACHIEVEMENT TESTS, TEST RESULTS,

A COMPARISON WAS MADE OF THE PERFORMANCE OF GROUPS OF ENGLISH AND SCOTTISH CHILDREN WITH AMERICAN NORMS AND WITH THE PERFORMANCE OF SIMILAR GROUPS OF AMERICAN CHILDREN ON A SERIES OF READING AND SPELLING TESTS AND A HANDWRITING SCALE STANDARDIZED IN THE UNITED STATES. SCORES ATTAINED ON THE PARAGRAPH MEANING AND WORD MEANING SUBTESTS OF THE STANFORD ACHIEVEMENT TEST, THE SPELLING TEST FROM THE METROPOLITAN ACHIEVEMENT TEST (1947 ED.), AND THE METROPOLITAN HANDWRITING SCALE PROVIDED THE BASIS FOR COMPARISON. THE DATA WERE ANALYZED FOR COMPARISONS OF CENTRAL TENDENCY OF TOTAL SAMPLES, VARIANCES OF TOTAL SAMPLES, CENTRAL TENDENCY OF BOYS AND GIRLS, AND FOR SPELLING ERRORS. A DETAILED DISCUSSION OF EACH OF THESE COMPARISONS IS INCLUDED. (HS)

ED 003 314 24

A COMPARISON OF PROGRAMED AND STANDARD TEXTBOOKS IN COLLEGE INSTRUCTION.
BY- FISHER, MARGARET B. MALPASS, LESLIE F.
UNIVERSITY OF SOUTH FLORIDA, TAMPA
REPORT NUMBER CRP-1921 PUB DATE 63
EDRS PRICE MF-$0.18 HC-$4.64 116P.

DESCRIPTORS- *COLLEGE STUDENTS, *CONVENTIONAL INSTRUCTION, *EDUCATIONAL EXPERIMENTS, *PROGRAMED INSTRUCTION, *PROGRAMED TEXTS, COMPARATIVE ANALYSIS, FLORIDA, STATISTICAL ANALYSIS, TAMPA,

THIS STUDY WAS DESIGNED TO DETERMINE WHETHER SIGNIFICANT DIFFERENCES OCCUR IN MASTERY OF A COLLEGE COURSE LECTURE-DISCUSSION TYPE FOR FRESHMEN AND SOPHOMORES WHEN STUDENTS USE PROGRAMED MATERIALS OF INSTRUCTION RATHER THAN STANDARD TEXTBOOKS. FOUR STANDARD AND FOUR PROGRAMED SECTIONS WERE USED FOR COMPARATIVE PURPOSES. STUDENTS SELECTED THESE SECTIONS WITHOUT ADVANCE NOTICE OF INSTRUCTIONAL TECHNIQUE. COMPARISONS WERE MADE BETWEEN THE SECTIONS AND OTHER RELEVANT SUBGROUPS BY APPROPRIATE STATISTICAL MEASURES, WITH GRADES BEING THE PRINCIPAL CRITERION FOR SUBJECT-MATTER MASTERY. FEW SIGNIFICANT DIFFERENCES IN MASTERY OF SUBJECT MATTER WERE FOUND BETWEEN STUDENTS IN THE TWO MAJOR GROUPS. SEVERAL DIRECT EXPRESSIONS OF PREFERENCE FOR PROGRAMED MATERIAL WERE OBTAINED, HOWEVER, SOME STUDENTS FELT THAT PROGRAMED MATERIAL DEMANDED MORE TIME AND STUDY THAN THEY WISHED TO GIVE, AND SEVERAL STUDENTS IN STANDARD SECTIONS EXPRESSED RESENTMENT OF AN ADVANTAGE IN PREPARING FOR MULTIPLE-CHOICE EXAMINATIONS THAT THEY FELT MUST ACCRUE TO STUDENTS USING THE PROGRAMED TEXTBOOKS. THE PREFERENCE FOR VERTICAL OVER HORIZONTAL PROGRAM FORMAT WAS EXPRESSED VERY STRONGLY. (LP)

ED 003 315 24

DEVIANT SUBCULTURES ON A COLLEGE CAMPUS.
BY- NEWCOMB, THEODORE M. FLACKS, RICHARD
MICHIGAN UNIV., ANN ARBOR
REPORT NUMBER CRP-1926 PUB DATE 64
EDRS PRICE MF-$0.18 HC-$4.36 109P.

DESCRIPTORS- *BEHAVIOR PATTERNS, *COLLEGE STUDENTS, *SOCIAL ATTITUDES, *SOCIAL STRUCTURE, *SOCIALLY DEVIANT BEHAVIOR, ANN ARBOR, BENNINGTON COLLEGE, MICHIGAN, SOCIAL DEVELOPMENT, STUDENT ATTITUDES, VERMONT,

THIS STUDY EXAMINES SOME OF THE DETERMINANTS AND EFFECTS OF CERTAIN ASPECTS OF THE INFORMAL SOCIAL STRUCTURE FOUND ON THE CAMPUS OF BENNINGTON COLLEGE, VERMONT. THE STUDY WAS DESIGNED AS A REPLICATION, AS NEARLY AS POSSIBLE UNDER CHANGED CIRCUMSTANCES, OF A STUDY CARRIED OUT AT THE SAME COLLEGE DURING THE 1930'S. THE EARLIER STUDY DEMONSTRATED THE IMPACT OF COMMUNITY PARTICIPATION ON CERTAIN ATTITUDES OF STUDENTS. THE LATER ONE ATTEMPTS TO DETERMINE SIMILARITIES AND DIFFERENCES BETWEEN CURRENT NORMS AMONG BENNINGTON STUDENTS AND THOSE FOUND NEARLY 25 YEARS EARLIER, AS WELL AS TO COMPARE CERTAIN EFFECTS OF EACH SET OF NORMS. FINDINGS TENDED TO SHOW THAT COLLEGIATE DEVIANTS (1) TENDED TO HAVE FRIENDS WHOSE ATTITUDES WERE SIMILAR TO THEIR OWN, (2) CHANGED THEIR ATTITUDES WITH RESPECT TO BENNINGTON'S NORMS SIGNIFICANTLY LESS THAN NONCOLLEGIATE DEVIANTS, AND (3) WERE SIGNIFICANTLY MORE LIKELY THAN NONCOLLEGIATE DEVIANTS TO BE SEEN AS DEVIANT BY OTHER STUDENTS. (LP)

ED 003 316 24

EDUCATION, SOCIAL CLASS, AND INTERGROUP ATTITUDES IN ENGLAND, FRANCE, AND GERMANY.
BY- TUMIN, MELVIN
PRINCETON UNIV., N. J.
REPORT NUMBER CRP-1929 PUB DATE 64
EDRS PRICE MF-$0.27 HC-$6.92 173P.

DESCRIPTORS- *COMPARATIVE EDUCATION, *EDUCATIONAL ATTITUDES, *ENGLISH, *FRENCH, *GERMAN, *SOCIAL ATTITUDES, ATTITUDES, CHANGING ATTITUDES, ENGLAND, FRANCE, GERMANY, INTERVIEWS, NEW JERSEY, PRINCETON,

THE CENTRAL FOCUS OF THIS REPORT IS ON THE INTERRELATIONSHIPS AMONG SOCIAL CLASS, EDUCATION, AND INTERGROUP ATTITUDES. A SECOND MAJOR FOCUS OF THIS RESEARCH CONCERNS THE FACTORS THAT SHAPE ENGLISH, FRENCH, AND GERMAN ATTITUDES TOWARD "OUTSIDERS." SPECIFICALLY, THE STUDY INVESTIGATED (1) THE EXTENT AND TYPE OF IMPACT THAT THE EDUCATIONAL SYSTEMS OF THESE COUNTRIES HAVE HAD UPON THE BELIEFS AND ATTITUDES OF THEIR PEOPLE, (2) THE DIFFERENCE IN THESE AREAS BETWEEN YOUTH AND ADULTS, AND (3) THE WAYS IN WHICH THE BELIEFS AND ATTITUDES OF YOUTH RESEMBLE THOSE OF ADULTS. THESE RELATIONSHIPS ARE EXPLORED BY THE ANALYSIS OF DATA SECURED FROM INTERVIEWS CONDUCTED WITH NATIONAL SAMPLES OF THE POPULATIONS OF ENGLAND, FRANCE, AND GERMANY IN LATE 1960 AND EARLY 1961. THIS REPORT REPRESENTS AN INTERIM STAGE IN A LARGER PROJECT. (LP)

ED 003 317 24

CURIOSITY AROUSAL AND ITS EFFECTS ON LEARNING.
BY- PIELSTICK, N.L. WOODRUFF, A.B.
NORTHERN ILLINOIS UNIV., DE KALB
REPORT NUMBER CRP-1962 PUB DATE 64
EDRS PRICE MF-$0.18 HC-$2.60 65P.

DESCRIPTORS- *CURIOSITY, *LEARNING EXPERIENCE, *LEARNING

PROCESSES, *LEARNING THEORIES, AGE DIFFERENCES, DE KALB, ELEMENTARY SCHOOL STUDENTS, GRADE 2, GRADE 6, ILLINOIS, INTELLIGENCE DIFFERENCES, MEASUREMENT INSTRUMENTS,

AN ATTEMPT WAS MADE TO DEVELOP METHODS FOR OBSERVING AND MEASURING CURIOSITY IN CHILDREN. SPECIFICALLY, THE STUDY WAS DIRECTED TOWARD STIMULUS VARIABLES RELATED TO CURIOSITY AROUSAL, THE RELATIONSHIP OF AGE AND IQ TO INDEXES OF CURIOSITY, AND THE EFFECTS OF CURIOSITY ON LEARNING. SUBJECTS WERE APPROXIMATELY 30 CHILDREN FROM BOTH THE SECOND AND THE SIXTH GRADES OF PUBLIC SCHOOLS. THEY REPRESENTED A RANDOM SELECTION OF AVERAGE, ABOVE-AVERAGE, AND GIFTED IQ RANGES. ALL SUBJECTS WERE USED IN EACH OF THREE EXPERIMENTS. THE FIRST EXPERIMENT WAS DESIGNED TO OBTAIN OBSERVATIONAL DATA ON THE EXPLORATORY BEHAVIOR OF THE SUBJECTS, AND FOR USE IN DEVELOPING CURIOSITY MEASURES. IN THE SECOND EXPERIMENT, RESPONSE FREQUENCIES WERE RELATED TO VARIABLES IN STIMULUS MATERIALS. A THIRD EXPERIMENT WAS DESIGNED TO OBTAIN EVIDENCE ON THE RELATIONSHIP OF INCIDENTAL LEARNING TO THE EXPLORATORY BEHAVIOR OF THE SUBJECTS. RESULTS INDICATED THAT THE VARIOUS MEASURES OF EXPLORATORY BEHAVIOR USED IN THE STUDY WERE SAMPLING QUITE DIFFERENT ASPECTS OF BEHAVIOR, AND IT COULD NOT BE ASSUMED THAT ANY ONE SUCH MEASURE WAS AN ADEQUATE INDEX OF CURIOSITY. (JC)

ED 003 318

24

A COMPARISON OF THREE METHODS OF TEACHING ELEMENTARY SCHOOL SCIENCE INVOLVING PROGRAMMED LEARNING.
BY- HEDGES, WILLIAM D. MACDOUGALL, MARY A.
VIRGINIA UNIV., CHARLOTTESVILLE
REPORT NUMBER CRP-1972 PUB DATE 65
EDRS PRICE MF-$0.27 HC-$7.12 178P.

DESCRIPTORS- *PROGRAMED INSTRUCTION, *PROGRAMED MATERIALS, *SCIENCE INSTRUCTION, CHARLOTTESVILLE, COMPARATIVE ANALYSIS, ELEMENTARY EDUCATION, GRADE 4, PERFORMANCE, VIRGINIA,

THIS STUDY (1) EVALUATED THREE MAJOR METHODS OF SCIENCE INSTRUCTION, (2) ESTABLISHED ANALYSIS CRITERIA FOR CURRICULUM REVISION AT THE FOURTH-GRADE LEVEL, AND (3) INVESTIGATED THE INFLUENCE OF THREE RESPONSE FACTORS IN PROGRAMED LEARNING. A TREATMENT BY LEVELS OF ANALYSIS OF VARIANCE WAS USED TO TEST DIFFERENCES IN ACHIEVEMENT BEFORE AND AFTER THE RETENTION PERIOD. DIFFERENCES IN INTEREST AMONG THE THREE GROUPS WERE DETERMINED BY A CHI-SQUARE TEST. OTHER APPROPRIATE STATISTICS WERE USED AS MEASURES OF (1) THE EFFECT OF THE LABORATORY EXPERIENCES, (2) RESPONSE FACTORS AND INTERACTION EFFECTS, AND (3) CURRICULUM REVISION. INITIAL EXPERIMENTATION AND FIELD TESTING BY THE INVESTIGATORS SUGGESTED THAT PROGRAMED SCIENCE MATERIALS, COUPLED WITH THE INDIVIDUAL PERFORMANCE BY STUDENTS OF LABORATORY EXPERIENCES, HAD PROMISE AS ONE INSTRUCTIONAL METHOD IN THE MODERN ELEMENTARY SCHOOL CURRICULUM. (LP)

ED 003 319

24

AN AUDIOVISUAL TEST FOR EVALUATING THE ABILITY TO RECOGNIZE PHONETIC ERRORS.
BY- IRWIN, RUTH B. KRAFTCHICK, IVAN P.
OHIO STATE UNIV., COLUMBUS, RESEARCH FOUNDATION
REPORT NUMBER CRP-1983 PUB DATE 30 JUN 64
REPORT NUMBER RF-1602
EDRS PRICE MF-$0.18 HC-$5.00 125P.

DESCRIPTORS- *ARTICULATION (SPEECH), *AUDITORY VISUAL TESTS, *FILMS, *HANDICAP DETECTION, *HANDICAPPED, AUDIOVISUAL INSTRUCTION, AUDITION (PHYSIOLOGY), COLUMBUS, HANDICAPPED CHILDREN, INSTRUCTIONAL FILMS, LANGUAGE HANDICAPS, OHIO, PHONETICS, PROGRAM EVALUATION, SPEECH, SPEECH HANDICAPS, SPEECH IMPROVEMENT, SPEECH INSTRUCTION, TESTS,

AN AUDIOVISUAL FILM WAS PRODUCED TO HELP RESEARCHERS AND CLINICIANS ESTABLISH THEIR RELIABILITY OF JUDGMENTS OF MISARTICULATIONS IN CHILDREN'S SPEECH. THE FINAL FILM SCRIPT WAS PREPARED AFTER A PRELIMINARY STUDY HAD BEEN EVALUATED BY PANELS OF BOTH TRAINED AND UNTRAINED LISTENERS. SIX CHILDREN, BETWEEN THE AGES OF 6 AND 13, WHOSE MISARTICULATION RANGED FROM MODERATE TO SEVERE RECORDED 23 WORDS (CONTAINING 43 CONSONANT SOUNDS) AS SINGLE WORDS, PHRASES AND TRIOS IN RANDOM ORDER TO GIVE A TOTAL OF 550 SOUNDS TO BE JUDGED FOR ACCURACY. TWO FORMS OF THE AUDIOVISUAL FILM WERE PRODUCED AND WERE EVALUATED BY THREE GROUPS OF JUDGES--50 CLINICIANS, 50 SENIORS MAJORING IN SPEECH AND HEARING, AND 50 CLASSROOM TEACHERS. STATISTICAL EVALUATION OF THE DATA INDICATED THAT THE AUDIOVISUAL TEST WAS VALID, RELIABLE, AND EASY TO ADMINISTER. CLINICIANS AND GRADUATING SENIORS LARGELY AGREED BUT DIFFERED FROM TEACHERS IN IDENTIFYING MISARTICULATIONS. IDENTIFICATION OF MISARTICULATIONS IN ISOLATED WORDS WAS BETTER THAN IN PHRASES FOR JUDGES IN ALL GROUPS. THE AUDIOVISUAL METHOD WAS SUPERIOR TO AN AUDIO-ONLY METHOD FOR ALL GROUPS. (JC)

ED 003 320

24

HIGH SCHOOL GRAMMAR-COMPOSITION--DEMONSTRATING A CORRELATION OF THE TRADITIONAL AND THE STRUCTURAL METHODS OF LANGUAGE ANALYSIS.
BY- LANDRY, LEONARD P.
COLORADO STATE COLLEGE, GREELEY
REPORT NUMBER CRP-1987 PUB DATE 65
CONTRACT OEC-3-10-062
EDRS PRICE MF-$0.54 HC-$15.88 397P.

DESCRIPTORS- *COMPOSITION (LITERARY), *DEMONSTRATION PROJECTS, *GRAMMAR, *LANGUAGE INSTRUCTION, *STRUCTURAL ANALYSIS, COLORADO, COMPOSITION SKILLS (LITERARY), CURRICULUM DEVELOPMENT, DEMONSTRATION PROGRAMS, GREELEY, INSTRUCTIONAL INNOVATION, LANGUAGE ENRICHMENT, LANGUAGE SKILLS, SECONDARY EDUCATION, WRITING SKILLS,

THIS PROJECT WAS DESIGNED TO DEMONSTRATE VARIOUS WAYS TO HELP STUDENTS UNDERSTAND MORE ABOUT THEIR LANGUAGE AND HOW TO APPLY THIS KNOWLEDGE TO MORE CORRECT AND FORCEFUL WRITING. TRADITIONAL AND MODERN METHODS OF GRAMMATICAL ANALYSIS WERE COMBINED IN ONE ECLECTIC SYSTEM WHICH RELATED FORM AND MEANING. THROUGH FIVE MAJOR PHASES, WHICH INCLUDED A YEAR OF FIELD STUDY, THE FOLLOWING PRODUCTS WERE PRODUCED--(1) A COMMON METHODOLOGY AND TERMINOLOGY RELATING SIGNIFICATIONS OF FORM TO DESIGNATIONS OF MEANING, (2) THE FACTS OF TRADITIONAL AND MODERN GRAMMAR MOST APPLICABLE TO TEACHING SPECIFIC SKILLS OF CORRECT AND FORCEFUL WRITING, (3) A TENTATIVE COURSE OF STUDY (GRADES 9-12) WHICH WAS TESTED AND EVALUATED, AND (4) A FINAL COURSE OF STUDY, WHICH INCLUDED A SYLLABUS FOR TEACHERS AND A SEQUENCE OF SAMPLE EXERCISES FOR STUDENTS. FURTHER FIELD STUDY WAS RECOMMENDED. (JC)

ED 003 321 24

PHONEME-GRAPHEME CORRESPONDENCES AS CUES TO SPELLING IMPROVEMENT.
BY- HANNA, PAUL R. AND OTHERS
STANFORD UNIV., CALIF., SCHOOL OF EDUCATION
REPORT NUMBER CRP-1991 PUB DATE 65
EDRS PRICE MF-$0.36 HC-$9.24 231P.

DESCRIPTORS- *ENGLISH, *ORTHOGRAPHIC SYMBOLS, *PHONETIC ANALYSIS, *PHONETICS, *PHONOLOGY, CALIFORNIA, COMIT, LINGUISTICS, SPELLING, STANFORD,

AN ATTEMPT WAS MADE TO REPEAT, WITH REFINEMENTS, THE RESEARCH DESIGN OF THE HANNA-MOORE STUDY (1953) CONCERNING PHONEME-GRAPHEME RELATIONSHIPS. OBJECTIVES OF THIS STUDY WERE--(1) TO EXAMINE THE SOUND-TO-LETTER CHARACTERISTICS OF AN EXTENDED LIST OF 10,000 WORDS, (2) TO DISCOVER TO WHAT DEGREE THE SAME 80 PERCENT CRITERION OF PHONEME-TO-GRAPHEME OCCURRENCE IS TRUE THROUGHOUT THE AMERICAN-ENGLISH LANGUAGE, (3) TO ESTABLISH AN INDEX OF DIFFICULTY FOR EACH WORD LIST, (4) TO TEST RELIABILITY OF CERTAIN ORTHOGRAPHIC PRINCIPLES, AND (5) TO STUDY THE RELATIONSHIP BETWEEN THE THEORETICAL DIFFICULTY OF SPELLING FROM SOUND-TO-LETTER AND THE EMPIRICAL EVIDENCE OF PUPIL SPELLING PERFORMANCE. AN INDEX OF SPELLING DIFFICULTY OF EACH PHONEME FOR 10,000 WORDS WAS ESTABLISHED. COMIT PROGRAMING PROVIDED (1) LISTS OF WORDS FOR EACH PHONEME, (2) AN INDEX OF DIFFICULTY, AND (3) INFORMATION ON RELIABILITY. THE STUDY WAS CONDUCTED IN TWO PHASES. THIS REPORT IS FOR PHASE ONE ONLY. DATA FROM PHASE ONE SUGGESTS THAT THE AMERICAN-ENGLISH ORTHOGRAPHY MAY BE DESCRIBED IN TERMS OF PHONOLOGICAL STRUCTURE OF THE SPOKEN LANGUAGE. SEVERAL INFERENCES ARE MADE. (JC)

ED 003 322 24

DIFFERENCES IN GRAMMATICAL STRUCTURES WRITTEN AT THREE GRADE LEVELS, THE STRUCTURES TO BE ANALYZED BY TRANSFORMATIONAL METHODS.
BY- HUNT, KELLOGG W.
FLORIDA ST. UNIV., TALLAHASSEE
REPORT NUMBER CRP-1998 PUB DATE 64
EDRS PRICE MF-$0.27 HC-$6.48 162P.

DESCRIPTORS- *ELEMENTARY EDUCATION, *EVALUATION METHODS, *GRAMMAR, *STRUCTURAL ANALYSIS, *WRITING SKILLS, COMPOSITION SKILLS (LITERARY), FLORIDA, METHODS RESEARCH, TALLAHASSEE,

THE WRITING OF SCHOOL-AGE CHILDREN WAS STUDIED TO DEVELOP MORE REVEALING PROCEDURES FOR STRUCTURAL ANALYSES OF GRAMMAR. THE WRITINGS OF 54 BOYS AND GIRLS FROM GRADES 4, 8, AND 12 WERE SELECTED AND ANALYZED BY GRADUATE STUDENTS AND THE PROJECT INVESTIGATOR. THE SENTENCE STRUCTURES WERE ANALYZED BY TRANSFORMATIONAL METHODS, WITH EVALUATION MADE ON SENTENCE LENGTH, CLAUSE LENGTH, SUBORDINATE CLAUSES, AND A NEW TERMINABLE UNIT. THIS NEW UNIT WAS EVOLVED BY SEGMENTING THE WRITINGS INTO THE SHORTEST PASSAGES WHICH WERE GRAMMATICALLY ALLOWABLE. THE TERMINABLE UNIT WAS FOUND TO HAVE THE HIGHEST CONTINGENCY COEFFICIENT, AND THE MAJOR EXPANSION APPEARED TO BE WITHIN NOMINAL STRUCTURES. FURTHER RESEARCH WAS SUGGESTED ON THE TERMINABLE UNIT. (RS)

ED 003 323 24

THE REINFORCING EFFECTS OF TWO TYPES OF CONFIRMATION IN PROGRAMMED INSTRUCTION.
BY- SILVERMAN, ROBERT E. SUMMERS, JAYLENE
NEW YORK UNIV.
REPORT NUMBER CRP-2035 PUB DATE 64
EDRS PRICE MF-$0.09 HC-$1.96 49P.

DESCRIPTORS- *LEARNING PROCESSES, *PROGRAM EVALUATION, *PROGRAMED INSTRUCTION, *STUDENT MOTIVATION, *TESTING, EVALUATION, EXPERIMENTAL PROGRAMS, FEEDBACK, MOTIVATION, NEW YORK, NEW YORK CITY,

A STUDY WAS CONDUCTED TO COMPARE THE EFFECTIVENESS OF TWO KINDS OF CONFIRMATION IN PROGRAMED INSTRUCTION--RESPONSE CONFIRMATION AND EXAMINATION FEEDBACK. EXPERIMENTAL CONDITIONS OF HIGH, MEDIUM, AND LOW STUDENT MOTIVATION AND HIGH AND LOW ERROR-RATE WERE UTILIZED. RESPONSE CONFIRMATION REFERS TO THE CONVENTIONAL METHOD OF CONFIRMING EACH ONE OF THE LEARNER'S RESPONSES IMMEDIATELY AFTER HE MAKES IT. EXAMINATION FEEDBACK REFERS TO THE METHOD OF GIVING THE LEARNER SELF-SCORING QUIZZES DURING THE PROGRAM AND CONFIRMING ONLY THE RESPONSES TO THEM. ALL OTHER RESPONSES ARE NOT CONFIRMED. THE STUDY WAS A 3X3X2 FACTORIAL DESIGN WITH HIGH, MEDIUM, AND LOW TASK MOTIVATION AS ONE DIMENSION, HIGH AND LOW ERROR RATE AS A SECOND DIMENSION, AND RESPONSE CONFIRMATION VERSUS EXAMINATION FEEDBACK AS A THIRD DIMENSION. THERE WERE 20 SUBJECTS ASSIGNED TO EACH OF THE 12 GROUPS ON THE BASIS OF RESPONSES TO A QUESTIONNAIRE ADMINISTERED PRIOR TO THE EXPERIMENT. THE PROGRAM WAS A 156-FRAME UNIT IN BINARY NUMBERS. THE LOW-ERROR, RESPONSE-CONFIRMATION FORM OF THE PROGRAM PROVIDED THE MOST EFFICIENT CONDITIONS FOR LEARNING. NEITHER LEARNER MOTIVATION NOR ERROR-EVOKING FRAMES AFFECTED RESPONSE CONFIRMATION AND EXAMINATION FEEDBACK. THE RESULTS SUGGESTED THAT BOTH GOOD AND POOR STUDENTS PREFERRED TO LEARN UNDER WELL-STRUCTURED CONDITIONS IN WHICH FEEDBACK IS MAXIMAL AND ERROR MISINTERPRETATION MINIMIZED. (JC)

ED 003 324 24

SYMBOLS USED IN MUSIC ANALYSIS.
BY- JONES, GEORGE T.
CATHOLIC UNIV. OF AMERICA, WASHINGTON, D.C.
REPORT NUMBER CRP-2049 PUB DATE 64
EDRS PRICE MF-$0.54 HC-$15.88 397P.

DESCRIPTORS- *MUSIC, *MUSIC EDUCATION, *STANDARDS, *SYMBOLIC LANGUAGE, *TEXTBOOKS, DISTRICT OF COLUMBIA, MUSIC THEORY, NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC, TEXTBOOK CONTENT, TEXTBOOK STANDARDS,

A RECOMMENDED STANDARDIZED SYMBOLIZATION RESULTED FROM A DETAILED COMPARATIVE STUDY OF ANALYTICAL SYMBOLIZATION AND TERMINOLOGY FOUND IN MUSIC THEORY AND HARMONY TEXTBOOKS WHICH WERE IN GENERAL USE IN THE UNITED STATES. OVER 200 MEMBER SCHOOLS OF THE NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC PROVIDED DATA ON MATERIALS. ABSTRACTS SHOWING SYMBOLIZATION WERE PREPARED FOR EACH OF MORE THAN 40 TEXTBOOKS. WHERE A CONSENSUS INDICATED A PREFERRED SYMBOLIZATION, THIS WAS THE ONE USUALLY RECOMMENDED. IN OTHER CASES, ALTERNATIVE SYMBOLIZATIONS WERE CONSIDERED AND THE ONE RECOMMENDED WAS THE CLEAREST, LEAST AMBIGUOUS SYMBOL WHICH STILL CONVEYED

ACCURATELY WHAT HAD TO BE EXPRESSED. RECOMMENDATIONS COVERED THE FIGURED BASS, CHORD SYMBOLS, NONHARMONIC TONES, AND THE CHORD SYMBOLS IN POPULAR MUSIC. (JM)

ED 003 325 24

RELATIONSHIPS BETWEEN SELECTED LANGUAGE VARIABLES AND COMPREHENSION ABILITY AND DIFFICULTY.
BY- BORMUTH, JOHN R.
CALIFORNIA UNIV., LOS ANGELES
REPORT NUMBER CRP-2082 PUB DATE 64
EDRS PRICE MF-$0.27 HC-$5.76 144P.

DESCRIPTORS- *CLOZE PROCEDURE, *COMPOSITION (LITERARY), *INSTRUCTIONAL MATERIALS, *LINGUISTICS, *PREDICTIVE VALIDITY, *READING COMPREHENSION, CALIFORNIA, LOS ANGELES, MATERIAL DEVELOPMENT, PREDICTION, STANDARDIZED TESTS, STRUCTURAL ANALYSIS, TESTING,

A STUDY WHICH DEALT WITH ONE ASPECT OF THE QUESTION OF WHY ONE LANGUAGE IS EASY TO COMPREHEND WHILE ANOTHER IS NOT WAS REPORTED. SPECIFICALLY, IT STUDIED THE PROBLEM OF INCREASING THE PRECISION OF READABILITY PREDICTION. THE OBJECTIVES WERE (1) TO DETERMINE THE FORMS AND STRENGTHS OF THE RELATIONSHIPS BETWEEN COMPREHENSION DIFFICULTY OF LANGUAGE AND MEASURABLE DIMENSIONS (LINGUISTIC VARIABLES) OF THAT LANGUAGE, (2) TO TRY OUT NEW LINGUISTIC VARIABLES USEFUL PREDICTORS OF COMPREHENSION DIFFICULTY, AND (3) TO FIND OUT IF USEFUL PREDICTIONS CAN BE MADE OF THE READABILITIES OF SMALLER LANGUAGE UNITS. CLOZE TESTS AND A STANDARDIZED TEST OF READING ACHIEVEMENT WERE APPLIED TO APPROXIMATELY 900 PUBLIC SCHOOL STUDENTS IN GRADES 4 THROUGH 8. TESTING PRODUCED COMPARABLE DIFFICULTY VALUES FOR EACH WORD IN 20 PASSAGES. A CORRELATION ANALYSIS OF OVER 30 COMBINATIONS OF LINGUISTIC VARIABLES FOR EACH 300-WORD PASSAGE REVEALED THE COMPARATIVE VALIDITY OF VARIOUS READABILITY PREDICTION METHODS. (JM)

ED 003 326 24

A STUDY OF COLLEGE FRESHMEN--TWENTY-FIVE YEARS LATER.
BY- CAMPBELL, DAVID P.
MINNESOTA UNIV., MINNEAPOLIS
REPORT NUMBER CRP-2160 PUB DATE 65
EDRS PRICE MF-$0.27 HC-$5.24 131P.

DESCRIPTORS- *COLLEGE STUDENTS, *INDIVIDUAL CHARACTERISTICS, *INTEREST RESEARCH, *QUESTIONNAIRES, *STUDENT RESEARCH, ACADEMIC ACHIEVEMENT, COMPARATIVE ANALYSIS, GRADUATE STUDY, INTELLECTUAL DEVELOPMENT, MINNEAPOLIS, MINNESOTA, STUDENT IMPROVEMENT,

A FOLLOWUP STUDY ON THE PROFILES OF INDIVIDUALS 25 YEARS AFTER THEY ENTERED COLLEGE IS REPORTED. APPROXIMATELY 650 INDIVIDUALS RESPONDED TO QUESTIONNAIRES. DATA WERE COLLECTED AND COLLATED, AND DESCRIPTIONS OF VARIOUS SUBGROUPS AND COMPARISONS BETWEEN THE GROUPS MADE OF SCHOLASTIC ABILITIES, ACADEMIC ACHIEVEMENT, INTERESTS AND ADJUSTMENTS, EMPLOYMENT, LIBERALS AND CONSERVATIVES, AND OVERALL ATTITUDES. IT WAS FOUND THAT TWO-THIRDS OF THE RESPONDENTS WERE GRADUATED FROM COLLEGE, 90 PERCENT WERE MARRIED AND AVERAGED 2 TO 3 CHILDREN, AND, AS A GROUP, WERE SUCCESSFUL. AN OVERWHELMING MAJORITY EXPRESSED SATISFACTION WITH THEIR JOB AND LIFE EXPERIENCES, AND EXPRESSED CONSERVATIVE VALUES 2 TO 1. (RS)

ED 003 327 24

ARTICULATION BETWEEN 2-YEAR AND 4-YEAR COLLEGES.
BY- KNOELL, DOROTHY M. MEDSKER, LELAND L.
CALIFORNIA UNIV., BERKELEY, CTR.FOR STUDY HI. ED.
REPORT NUMBER CRP-2167
EDRS PRICE MF-$0.18 HC-$4.04 121P.

DESCRIPTORS- *ACADEMIC PERFORMANCE, *COLLEGE PROGRAMS, *JUNIOR COLLEGES, *TRANSFER STUDENTS, BERKELEY, CALIFORNIA, COLLEGE COOPERATION, COLLEGES, EDUCATIONAL COUNSELING, PERFORMANCE FACTORS, PROGRAM COORDINATION, STATE PROGRAMS, STUDENT CHARACTERISTICS, TRANSFER POLICY, TRANSFER PROGRAMS,

CONTINUATION OF A LARGE-SCALE INVESTIGATION (ED 003 047) OF THE PERFORMANCE OF STUDENTS WHO TRANSFERRED FROM 2-YEAR TO 4-YEAR COLLEGES AND UNIVERSITIES PROVIDED MORE INTENSIVE ANALYSIS OF (1) THE ACADEMIC RECORDS OF THE TRANSFER STUDENTS, (2) THE FACTORS RELATED TO THEIR SUCCESS OR FAILURE, (3) THE PROBLEMS OF ARTICULATION BETWEEN 2- AND 4-YEAR INSTITUTIONS, AND (4) COMPARATIVE PERFORMANCE BETWEEN TRANSFER AND "NATIVE" STUDENTS. STUDIES INVOLVED APPROXIMATELY 7,000 JUNIOR COLLEGE STUDENTS WHO TRANSFERRED TO FORTY-ONE 4-YEAR COLLEGES AND UNIVERSITIES IN 10 STATES. THE MAJOR FINDINGS WERE SUMMARIZED IN FIVE AREAS--(1) STUDENT OUTCOMES 3 YEARS AFTER TRANSFER, (2) SOURCES OF VARIANCE IN PERFORMANCE, (3) PITFALLS FOR TRANSFER STUDENTS, (4) USEFULNESS OF TEST RESULTS AS EXPLANATORY FACTORS, AND (5) POLICIES, PRACTICES, AND PROGRAMS DURING 1964. SUGGESTIONS WERE OFFERED FOR IMPROVING THE ADMISSION, ORIENTATION, AND COUNSELING OF STUDENTS FROM JUNIOR COLLEGES. (JM)

ED 003 328 24

STUDENTS' VIEWS OF THEIR COLLEGE ENVIRONMENT.
BY- STRICKER, GEORGE
ADELPHI UNIV., GARDEN CITY, N.Y.
REPORT NUMBER CRP-2169 PUB DATE 64
EDRS PRICE MF-$0.18 HC-$4.52 113P.

DESCRIPTORS- *COLLEGE STUDENTS, *ENVIRONMENTAL INFLUENCES, *HIGHER EDUCATION, *PERSONALITY, *STUDENT ATTITUDES, ACTIVITIES INDEX (AI), COLLEGE CHARACTERISTICS INDEX (CCI), ENVIRONMENT, GARDEN CITY, INDIVIDUAL CHARACTERISTICS, INDIVIDUAL NEEDS, NEEDS, NEW YORK, STUDENT DEVELOPMENT, STUDENT NEEDS, STUDENT OPINION,

AN INVESTIGATION OF ONE COLLEGE COMMUNITY WAS UNDERTAKEN, FOCUSING ON THE STUDENTS' VIEWS OF THE COLLEGE ENVIRONMENT, PERSONALITY NEEDS, AND ACADEMIC ACHIEVEMENT, AND ATTEMPTING TO LOCATE SOME ANTECEDENT AND CONCURRENT CORRELATES OF THESE FACTORS. THE TEST INSTRUMENTS USED WERE THE "ACTIVITIES INDEX" (AI) BY STERN AND THE "COLLEGE CHARACTERISTICS INDEX" (CCI) BY PACE AND STERN. THE AI WAS USED TO MEASURE PERSONALITY NEEDS, SCORED ON FACTORS OF INTELLECTUAL ORIENTATION, DEPENDENT NEEDS, EMOTIONAL EXPRESSION, AND EDUCABILITY. THE CCI WAS USED TO MEASURE STUDENT VIEWS OF THE COLLEGE ENVIRONMENT, SCORED ON FACTORS OF INTELLECTUAL CLIMATE AND NONINTELLECTUAL CLIMATE. DATA ANALYSIS WAS COMPLETED IN THREE STAGES--(1) RESPONDENTS WERE COMPARED WITH NONRESPONDENTS ON ALL POSSIBLE CATEGORICAL AND QUANTITATIVE VARIABLES TO ASSESS ALL POSSIBLE SOURCES OF SAMPLING BIAS, (2) THE RELATIONSHIPS AMONG QUANTITATIVE VARIABLES WERE ASSESSED BY MEANS OF THE "PEARSON

PRODUCT-MOMENT CORRELATION," AND (3) SIMPLE, RANDOMIZED ANALYSES WERE PERFORMED ON THE RELATIONSHIPS AMONG ALL STUDY VARIABLES. RESULTS INDICATED THAT RESPONDENTS WERE MORE LIKELY TO BE FEMALES, FRESHMEN, AND SORORITY MEMBERS, WHILE NONRESPONDENTS WERE MORE LIKELY TO BE BUSINESS MAJORS AND FRATERNITY MEMBERS. MALES HAD HIGHER INTELLECTUAL ORIENTATION NEEDS THAN FEMALES, AND SCIENCE MAJORS HELD THE HIGHEST INTELLECTUAL ORIENTATION NEEDS. FEMALES HAD HIGHER DEPENDENCY NEEDS AND HIGHER EMOTIONAL EXPRESSION NEEDS THAN MALES. ADDITIONAL RESULTS AND CONCLUSIONS WERE REPORTED. (HB)

ED 003 329 24

WORK LOAD OF UNIVERSITY PROFESSORS.
BY- FRENCH, JOHN R. P., JR. AND OTHERS
MICHIGAN UNIV., ANN ARBOR, INST. FOR SOCIAL RESEARCH
REPORT NUMBER CRP-2171 PUB DATE 65
EDRS PRICE MF-$0.45 HC-$11.12 278P.

DESCRIPTORS- *ACHIEVEMENT GAINS, *INTERVIEWS, *MEDICAL EVALUATION, *PROFESSORS, *WORK ATTITUDES, ANN ARBOR, COLLEGES, HIGHER EDUCATION, MICHIGAN, PERSONALITY STUDIES, QUESTIONNAIRES, TEACHER ATTITUDES, TEACHER CHARACTERISTICS, TEACHER MOTIVATION, UNIVERSITIES,

WORK PRESSURES AMONG UNIVERSITY PROFESSORS INVOLVING QUANTITATIVE OVERLOAD AND QUALITATIVE OVERLOAD WERE STUDIED. MORE SPECIFICALLY, THE STUDY INVESTIGATED (1) THE EFFECTS OF OVERLOAD AND WORKLOAD ON JOB SATISFACTION, TENSION, AND SELF-ESTEEM, (2) THE EFFECTS OF THESE STATES ON CERTAIN INDICATORS OF HEALTH, AND (3) HOW THESE EFFECTS VARY WITH PERSONALITY CHARACTERISTICS. APPROXIMATELY 120 PROFESSORS WERE INTERVIEWED IN REGARD TO THEIR WORKLOAD, SELF-CONCEPT, AND SELF-ESTEEM. EACH PROFESSOR WAS ADMINISTERED A PERSONALITY TEST FOR ACHIEVEMENT, MOTIVATION, FLEXIBILITY, AND EXTRAVERSION AS WELL AS A THOROUGH MEDICAL EXAMINATION. CONCLUSIONS INDICATED THAT PROFESSORS AT A MAJOR UNIVERSITY (1) BELONG TO A HIGHLY PRIVILEGED GROUP, (2) ARE ABOVE AVERAGE IN HEALTH, (3) ARE IN A POSITION WHERE CONCERNS ABOUT MONEY HAVE MOVED FROM CONCERNS ABOUT NECESSITIES TO CONCERNS ABOUT AMENITIES, (4) HAVE NO COMPLAINTS ABOUT SOCIAL STATUS, AND (5) COMBINE FREEDOM AND INDEPENDENCE IN THEIR WORK WITH A FAIR DEGREE OF SECURITY AND EXTRINSIC REWARD. WHILE THE PUBLISH-OR-PERISH ISSUE IS A REALITY, IT IS LESS A DILEMMA THAN OTHER SOURCES HAVE INDICATED. DISADVANTAGES FOR THE GROUP SEEM TO BE THAT THE PROFESSOR'S FAMILY PAYS TO A CERTAIN EXTENT FOR HIS DEDICATION, AND THAT A GROUP WHICH SEEMS EXEMPLARLY EQUIPPED TO MAKE USE OF LEISURE DOES NOT HAVE IT. ALSO, IT WAS FOUND THAT GREATER SPECIFICITY IS NEEDED FOR SUCH CONCEPTS AS STRESS OR PRESSURE. THE PROBLEMS OF ACADEMIC ADMINISTRATORS SHOULD BE SEPARATED AS A GROUP FROM PROFESSORS WHOSE MAIN CONCERNS ARE RESEARCH AND TEACHING. (HB)

ED 003 330 24

THE INTEGRATION, STORAGE, AND RETRIEVAL OF BIBLIOGRAPHIC DATA IN ENGLISH STUDIES.
BY- SAWIN, LEWIS AND OTHERS
COLORADO UNIV., BOULDER
REPORT NUMBER CRP-2189 PUB DATE 65
EDRS PRICE MF-$0.18 HC-$4.88 122P.

DESCRIPTORS- *BIBLIOGRAPHY, *COMPUTERS, *ENGLISH, *RESEARCH TOOLS, *SYSTEMS APPROACH, BOULDER, COLORADO, COMPUTER PROGRAMS, INFORMATION PROCESSING, INFORMATION RETRIEVAL, INFORMATION SYSTEMS, LITERATURE, SYSTEMS DEVELOPMENT,

THE INTEGRATED BIBLIOGRAPHY PILOT STUDY EXPLORED PROBLEMS INHERENT IN CREATION OF AN INFORMATION SERVICE USING A SINGLE BIBLIOGRAPHICAL COMPILATION CONTAINING EVERY ITEM WHICH HAS EVER BEEN LISTED IN A MAJOR BIBLIOGRAPHY OF ENGLISH STUDIES. PROVISION WAS MADE ALSO FOR CONTINUOUS ADDITION OF NEW ITEMS. A COMPUTER-BASED INFORMATION PROCESSING SYSTEM WAS USED TO (1) INTEGRATE OR MERGE SOURCE BIBLIOGRAPHIES, USING A MINIMUM OF HUMAN EFFORT, (2) STORE THIS INFORMATION, AND (3) RETRIEVE ONE-SUBJECT BIBLIOGRAPHIES. TEST OF THE SYSTEM WITH A DATA BASE FROM THE BIBLIOGRAPHIC CORPUS DEMONSTRATED THE FEASIBILITY OF AN INFORMATION SERVICE FOR ENGLISH STUDIES BASED ON AN INTEGRATED BIBLIOGRAPHY. A MACHINE-READABLE RECORD REPLICATED EACH SOURCE BIBLIOGRAPHY WITHOUT CHANGE OF FORMAT OR OMISSION OF DETAIL. DETAILED FLOW DIAGRAMS AS WELL AS COMPUTER PROGRAMS WERE PREPARED FOR ALL OPERATIONS. RECOMMENDATIONS WERE THAT THE SYSTEM IMPLEMENTATION BE COMPLETED SO THAT (1) PRODUCTION-TYPE OPERATIONS COULD BE CARRIED THROUGH ON RELATIVELY LARGE QUANTITIES OF DATA, (2) RETRIEVAL CAPABILITY COULD BE THOROUGHLY TESTED, AND (3) COST ESTIMATES COULD BE OBTAINED FOR OPERATION OF THE SYSTEM AS AN INFORMATION SERVICE. (JM)

ED 003 331 24

PROBLEM SOLVING IN HIGH SCHOOL AND COLLEGE STUDENTS.
BY- RIMOLDI, HORACIO J.A. AND OTHERS
LOYOLA UNIV., CHICAGO, ILL., PSYCHOMETRIC LAB.
REPORT NUMBER CRP-2199 PUB DATE 64
EDRS PRICE MF-$0.36 HC-$9.76 244P.

DESCRIPTORS- *COLLEGE STUDENTS, *INTELLIGENCE LEVEL, *PERFORMANCE FACTORS, *PROBLEM SOLVING, *PSYCHOLOGICAL STUDIES, ACADEMIC ABILITY, CHICAGO, HENMON NELSON TEST OF MENTAL ABILITIES, HIGH SCHOOL STUDENTS, ILLINOIS, MALES, RAVEN'S PROGRESSIVE MATRICES TESTS AND THOUGHT PROBLEMS,

THE THREE MAIN PURPOSES OF THIS RESEARCH IN PROBLEM-SOLVING WERE (1) TO EVALUATE GROUP PERFORMANCE VERSUS PERFORMANCE NORMS BASED ON THE PROPERTIES OF THE PROBLEM, (2) TO STUDY INDIVIDUAL PERFORMANCE, AND (3) TO INVESTIGATE THE EFFECT THAT A PARTICULAR EDUCATIONAL LEVEL HAS ON THE PERFORMANCE OF THESE PROBLEMS. THE SUBJECTS USED CONSISTED OF A GROUP OF 38 MALE EXPERIMENTAL SUBJECTS AND 38 MALE CONTROL SUBJECTS FROM HIGH SCHOOL AND COLLEGE. THE SUBJECTS WERE DIVIDED INTO TWO GROUPS, HIGH AND LOW SCORERS, AND SUBDIVIDED INTO HIGH AND LOW ACADEMIC GRADES. THE RELATIONSHIPS BETWEEN PROBLEM-SOLVING ABILITY, AND INTELLECTUAL AND EDUCATIONAL LEVEL WERE EXPLORED. THE CONCLUSIONS ON SCHEMATA NORMS WERE SHOWN TO BE MORE USEFUL THAN THE GROUP NORMS AS A PROCESS FOR PROBLEM SOLVING. THE EXPERIMENTAL GROUP PERFORMED BETTER THAN THE CONTROL GROUP ON INDIVIDUAL PERFORMANCE CURVES. THE DEVELOPMENT OF NEW PROBLEMS AND METHODS OF SCORING PROBLEM-SOLVING PERFORMANCES WAS SUCCESSFUL AND ALLOWED FOR MORE MEANINGFUL WAYS OF OBTAINING INFORMATION. FURTHER RESEARCH REQUIRES THE DEVELOPMENT AND PREPARATION OF BETTER INSTRUMENTS TO STUDY THE THINKING PROCESSES OF STUDENTS. (RS)

ED 003 332 24

CLINICAL VERSUS ACTUARIAL PREDICTION OF COLLEGE ACHIEVEMENT AND LEADERSHIP ACTIVITY.
BY- WATLEY, DONIVAN J. VANCE, FORREST L.
MINNESOTA UNIV., MINNEAPOLIS
REPORT NUMBER CRP-2202 PUB DATE 64
EDRS PRICE MF-$0.36 HC-$8.40 210P.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *COCURRICULAR ACTIVITIES, *COLLEGE STUDENTS, *COUNSELING SERVICES, *PREDICTIVE VALIDITY, *STUDENT LEADERSHIP, COUNSELORS, MINNEAPOLIS, MINNESOTA, PREDICTION,

THIS STUDY COMPARED COUNSELOR PREDICTIONS OF COLLEGE ACHIEVEMENT AND LEADERSHIP PARTICIPATION IN EXTRACURRICULAR ACTIVITIES IN A GROUP OF UNDERGRADUATE COLLEGE STUDENTS. COMPARISONS WERE MADE BETWEEN 3 GROUPS OF COUNSELORS AND ONE GROUP OF NON-COUNSELORS TO IDENTIFY CHARACTERISTICS OF GOOD CLINICAL PREDICTORS AND TO COMPARE EFFICIENCY OF CLINICAL AND ACTUARIAL METHODS OF PREDICTION MAKING. CRITERION DATA INCLUDED FRESHMAN GRADES, 4-YEAR GRADE AVERAGE, MAJOR FIELD OF STUDY, GRADUATION VERSUS NONGRADUATION, AND RECORDS OF PARTICIPATION IN STUDENT ORGANIZATIONS. RESULTS ARE DELINEATED UNDER THE SUBHEADS OF (1) ACADEMIC ACHIEVEMENT PREDICTIONS, (2) MAJOR PREDICTIONS, AND (3) LEADERSHIP ACTIVITY PREDICTIONS. (LP)

ED 003 333 24

MULTIDIMENSIONAL ANALYSIS OF AN EXPERIMENTAL MEASURE OF INTEREST.
BY- STEWART, LAWRENCE H. RONNING, ROYCE R.
CALIFORNIA UNIV., BERKELEY
REPORT NUMBER CRP-2209 PUB DATE 64
EDRS PRICE MF-$0.27 HC-$5.32 133P.

DESCRIPTORS- *COUNSELING, *FACTOR ANALYSIS, *INTEREST TESTS, BERKELEY, CALIFORNIA, EDUCATIONAL COUNSELING, INTEREST ASSESSMENT SCALES (IAS), MULTIVARIATE ANALYSIS, PREDICTION, SOCIAL RELATIONS SCALE, STRONG VOCATIONAL INTEREST BLANK, TEST CONSTRUCTION, TESTING, VOCATIONAL COUNSELING,

A CONTINUATION STUDY OF USOE PROJECT NUMBER 1493 EXTENDED THE EXAMINATION OF PROBLEMS IN USING MULTIVARIATE SCALING TECHNIQUES FOR THE MEASUREMENT OF INTERESTS. AN EXPERIMENTAL INSTRUMENT, SIMILAR IN FORMAT TO THE SOCIAL RELATIONS SCALE CONSTRUCTED BY GARDNER AND THOMPSON (1956), WAS PREVIOUSLY DEVELOPED. SUBTESTS ON THIS INSTRUMENT (THE INTEREST ASSESSMENT SCALES) WERE REVISED AND GROUPED INTO EIGHT SUBTESTS--(1) ADVENTURE, (2) ORDER, (3) INFLUENCING OTHERS, (4) NURTURANCE, (5) CONCRETE MEANS, (6) WRITTEN EXPRESSION, (7) ABSTRACT IDEAS, AND (8) AESTHETIC. THE REVISED INSTRUMENT WAS ADMINISTERED TO ALMOST 900 HIGH SCHOOL AND UNIVERSITY SUBJECTS IN SMALL GROUPS. IT WAS FOUND THAT THE INTEREST ASSESSMENT SCALES HAVE POTENTIAL USEFULNESS OVER A WIDE AGE RANGE FROM TENTH GRADE THROUGH ADULTHOOD. (JM)

ED 003 334 24

A METHOD OF STIMULATING ORIGINAL THINKING IN COLLEGE STUDENTS.
BY- ROBERTSON, MALCOLM H.
WESTERN MICHIGAN UNIV., KALAMAZOO
REPORT NUMBER CRP-2235 PUB DATE 64
EDRS PRICE MF-$0.09 HC-$1.20 30P.

DESCRIPTORS- *COLLEGE STUDENTS, *CREATIVE THINKING, *ORIGINALITY, *SENSORY EXPERIENCE, *TESTING, GUILFORD CREATIVE BATTERY, KALAMAZOO, KENT ROSANOFF WORD ASSOCIATION TEST, MALES, MICHIGAN,

AN ATTEMPT WAS MADE TO SUBSTANTIATE THE HYPOTHESES THAT SUBJECTS RECEIVING SENSORY DEPRIVATION WOULD SHOW MORE IMPROVEMENT IN ORIGINALITY THAN THOSE EXPOSED TO A NORMAL SENSORY ENVIRONMENT, AND THOSE SUBJECTS RECEIVING 4 HOURS OF ISOLATION WOULD SHOW MORE IMPROVEMENT IN ORIGINALITY THAN THOSE RECEIVING 2 HOURS OF ISOLATION. ABOUT 60 VOLUNTEER, MALE COLLEGE STUDENTS, RANDOMLY DIVIDED INTO 4 EQUAL GROUPS, WERE GIVEN THE KENT-ROSANOFF WORD ASSOCIATION TEST AND 3 TESTS FROM THE GUILFORD CREATIVE BATTERY. TWO GROUPS WERE EXPOSED TO SENSORY DEPRIVATION FOR 4 HOURS AND FOR 2 HOURS, RESPECTIVELY. THE REMAINING TWO GROUPS WERE EXPOSED TO A NORMAL SENSORY ENVIRONMENT FOR 4 HOURS AND FOR 2 HOURS, RESPECTIVELY. THE SAME TESTS WERE ADMINISTERED AGAIN. THE HYPOTHESES WERE NOT CONFIRMED. THE RESULTS WERE DISCUSSED IN TERMS OF INSTRUCTIONAL SET, TYPE OF TEST ADMINISTRATION, AND THE EFFECT OF PERCEPTUAL ISOLATION ON COGNITIVE EFFICIENCY. (JM)

ED 003 335 24

METHODS OF PROGRAMED INSTRUCTION RELATED TO STUDENT CHARACTERISTICS.
BY- WOODRUFF, A. BOND AND OTHERS
NORTHERN ILLINOIS UNIV., DE KALB
REPORT NUMBER CRP-2284 PUB DATE 65
EDRS PRICE MF-$0.27 HC-$6.64 166P.

DESCRIPTORS- *ACHIEVEMENT GAINS, *EVALUATION, *GENERAL SCIENCE, *GRADE 8, *PROGRAMED INSTRUCTION, DE KALB, ILLINOIS, LEARNING PROCESSES, PERFORMANCE, STUDENT CHARACTERISTICS,

THIS STUDY INVOLVED 74 EIGHTH-GRADE STUDENTS AND THEIR YEAR-LONG WORK ON A PROGRAMED COURSE IN GENERAL SCIENCE. THE SUBJECTS WERE DIVIDED INTO FOUR TREATMENT GROUPS VARIED AS TO IN- OR OUT-OF-CLASS USE OF THE PROGRAM. TWO MEASURES WERE TAKEN--AN ACHIEVEMENT MEASURE OVER THE SUBJECT-MATTER CONTENT OF THE PROGRAMED COURSE, AND A PERFORMANCE MEASURE (NUMBER OF CORRECT FRAME-TO-FRAME RESPONSES). THESE MEASURES WERE RELATED TO METHOD OF PROGRAM USE (TREATMENT) AND INDIVIDUAL LEARNER CHARACTERISTICS. THE FINDINGS OF THIS STUDY HAVE IMPLICATIONS FOR SCHOOL PRACTICE RELATIVE TO THE UTILIZATION OF PROGRAMED INSTRUCTION AND LEARNING PRINCIPLES AS THEY HAVE BEEN APPLIED TO THE CHARACTERISTICS OF PROGRAMED INSTRUCTION. (LP)

ED 003 336 24

THE EFFECTIVENESS OF ADJUNCT AUTO-INSTRUCTION.
BY- PRESSEY, SIDNEY L. KINZER, JOHN R.
ARIZONA UNIV., TUCSON, COLL. OF EDUCATION
REPORT NUMBER CRP-2306 PUB DATE 64
EDRS PRICE MF-$0.09 HC-$2.08 52P.

DESCRIPTORS- *AUTOINSTRUCTIONAL METHODS, *AUTOINSTRUCTIONAL PROGRAMS, *FEEDBACK, *LEARNING PROCESSES, *TESTING PROGRAMS, ARIZONA, AUTOINSTRUCTIONAL AIDS, BEHAVIORAL SCIENCES, COLLEGE INSTRUCTION, COMPARATIVE ANALYSIS, CONVENTIONAL INSTRUCTION, EFFECTIVE TEACHING, EXPERIMENTAL PROGRAMS, INSTRUCTIONAL IMPROVEMENT, LEARNING THEORIES, PROGRAMED INSTRUCTION, TUCSON,

THE EFFECTIVENESS OF USING ADJUNCT AUTOINSTRUCTIONAL MATERIALS FOR COLLEGE-LEVEL TEACHING AS COMPARED TO USING--(1) CONVENTIONAL MATERIALS AND (2) AVAILABLE PROGRAMED MATERIALS FOR SUCH ACTIVITY WAS TESTED. (ADJUNCT AUTOINSTRUCTIONAL PROGRAMS OPERATE ON THE ASSUMPTION THAT THE LEARNER IS AN ACTIVE PARTICIPANT, AND MATERIALS AND PROCEDURES ASSOCIATED WITH SUCH PROGRAMS ARE DESIGNED TO--(1) CLARIFY AND EXTEND MEANINGS, (2) CORRECT MISUNDERSTANDINGS, (3) CONFIRM STUDENT CHOICE, (4) POINT OUT STUDENT ERRORS, AND (5) GUIDE STUDENTS TO CORRECT ANSWERS.) THESE AUTOINSTRUCTIONAL MATERIALS WERE DEVELOPED FOR AND EVALUATED IN A COLLEGE COURSE ENTITLED "HUMAN GROWTH AND LEARNING." THE MAJOR CRITERIA FOR EVALUATING MATERIAL EFFECTIVENESS WERE--(1) LEARNING TIME TAKEN AND (2) AMOUNT LEARNED. OVER 230 STUDENTS ENROLLED IN THE COURSE WERE SELECTED FOR EXPERIMENTAL AND CONTROL GROUPS. THE EXPERIMENTAL TREATMENT CONSISTED OF LEARNING EXERCISES IN COMBINATION WITH A "TRAINER-TESTER RESPONSE CARD" WHICH PROVIDED IMMEDIATE KNOWLEDGE OF RESULTS AND THE OPPORTUNITY TO RECOGNIZE IMMEDIATELY RIGHT FROM WRONG RESPONSES. THE CONTROL TREATMENT USED LEARNING EXERCISES WITH A CONVENTIONAL ANSWER SHEET. MULTIPLE-CHOICE ITEMS WERE USED FOR TESTING. THE EXPERIMENTAL GROUP MADE SIGNIFICANTLY HIGHER SCORES ON CHAPTER POST-TESTS (CONSISTING OF IDENTICAL, BUT REARRANGED, ITEMS TO THOSE OF PRETESTS ADMINISTERED EARLIER). THE TWO GROUPS DID NOT SIGNIFICANTLY DIFFER, HOWEVER, WHEN MEASURED BY MIDSEMESTER TESTS AND THE FINAL EXAMINATION. (SEE ED 003 386 FOR FURTHER INFORMATION.) (JM)

ED 003 337 24

TEACHERS' USE OF DICTATING MACHINES TO IMPROVE THE WRITTEN COMPOSITION OF COLLEGE STUDENTS.
BY- KALLSEN, T.J.
STEPHEN F. AUSTIN STATE COLL., NACOGDOCHES, TEX.
REPORT NUMBER CRP-2311 PUB DATE 65
EDRS PRICE MF-$0.18 HC-$4.24 106P.

DESCRIPTORS- *ACHIEVEMENT RATING, *COMPOSITION (LITERARY), *PHONOTAPE RECORDINGS, *TEACHER IMPROVEMENT, *TEACHING METHODS, COLLEGE STUDENTS, EDUCATIONAL EQUIPMENT, ENGLISH INSTRUCTION, HIGH SCHOOL STUDENTS, NACOGDOCHES, STUDENT ATTITUDES, SUPERIOR STUDENTS, TEACHER EXPERIENCE, TEXAS,

THE RISING WORKLOAD OF ENGLISH TEACHERS FOSTERED THIS FEASIBILITY STUDY WHICH USED DICTATING MACHINES TO TRANSMIT TEACHER COMMENTS ON COMPOSITIONS TO STUDENTS. APPROXIMATELY 600 STUDENTS IN 30 SECTIONS OF FRESHMAN ENGLISH WROTE PRE- AND POST-EXPERIMENTAL THEMES. IN CONTROL SECTIONS, TEACHERS GRADED ASSIGNED THEMES IN THE TRADITIONAL WAY WITH MARGINAL SYMBOLS AND COMMENTS. IN EXPERIMENTAL SECTIONS, ONLY MINIMUM NOTATIONS WERE ALLOWED ON THE PAPER, AND ANY EXTENDED COMMENTS WERE RECORDED ON PLASTIC DIS[illegible] FOR LATER STUDENT USE. IT WAS FOUND THAT 95 PERCENT OF THE TEACHERS AND 65 PERCENT OF THE STUDENTS LIKED THE RECORDS. FOR THE AVERAGE STUDENT, RECORDED COMMENTARY CAN IMPROVE HIS WRITTEN COMPOSITION, BUT THE IMPROVEMENT IS LIKELY TO APPROXIMATE THAT CAUSED BY THE TRADITIONAL METHOD. THE SINGLE, IMPORTANT IMPROVEMENT THAT RECORDED COMMENTARY CAN BRING ABOUT IS IN BETTER CONTENT AND ORGANIZATION, AND THAT IMPROVEMENT SEEMS TO BE RESTRICTED TO SUPERIOR STUDENTS. (JM)

ED 003 338 24

EFFECT OF SOCIOECONOMIC SETTING AND ORGANIZATIONAL CLIMATE ON PROBLEMS BROUGHT TO ELEMENTARY SCHOOL OFFICES.
BY- NICHOLAS, LYNN N. AND OTHERS
WAYNE STATE UNIV., DETROIT, MICH.,COLL. OF EDUC.
REPORT NUMBER CRP-2394 PUB DATE 65
CONTRACT OEC-4-10-084
EDRS PRICE MF-$0.27 HC-$7.24 181P.

DESCRIPTORS- *ADMINISTRATIVE PROBLEMS, *ELEMENTARY SCHOOLS, *PRINCIPALS, *SCHOOL COMMUNITY RELATIONSHIP, *SOCIOECONOMIC INFLUENCES, DETROIT, EDUCATIONAL PROBLEMS, MICHIGAN, QUESTIONNAIRES, SCHOOL ENVIRONMENT, VIDEO TAPE RECORDINGS,

THE EFFECTS AND RELATIONSHIPS OF THE SCHOOL LEARNING ENVIRONMENT WERE STUDIED. CASE STUDIES WERE MADE OF FOUR ELEMENTARY SCHOOLS IN CONTRASTING SOCIOECONOMIC SETTINGS. DIRECT OBSERVATION AND ORGANIZATIONAL QUESTIONNAIRES WERE EMPLOYED. DATA-GATHERING DEVICES OF MINIATURE VIDEO CAMERAS WERE INSTALLED IN THE SCHOOLS. A TOTAL OF 12,062 PROBLEMS WAS EXTRACTED AND CODED. THE EFFECTS OF ORGANIZATIONAL CLIMATE AND SOCIOECONOMIC SETTING WERE FOUND TO BE CLOSELY RELATED TO DIFFERENCES IN NUMBER, TYPES, AND INITIATORS OF PROBLEMS BROUGHT TO THE SCHOOL OFFICES. (RS)

ED 003 339 24

FACTORS AFFECTING CAREER CHOICES OF ADOLESCENTS.
BY- TYLER, LEONA E. SUNDBERG, NORMAN D.
OREGON UNIV., EUGENE
REPORT NUMBER CRP-2455 PUB DATE 64
EDRS PRICE MF-$0.36 HC-$9.48 237P.

DESCRIPTORS- *ADOLESCENTS, *CAREER CHOICE, *CAREER PLANNING, *COGNITIVE PROCESSES, *CULTURAL AWARENESS, COUNSELING, ENKHUIZEN, ETHNIC STATUS, FACTOR ANALYSIS, GRADE 9, NETHERLANDS, NORTH BEND, OCCUPATIONAL CHOICE, OREGON, PSYCHOLOGICAL CHARACTERISTICS, RELIGIOUS FACTORS, SEX DIFFERENCES, SOCIAL CLASS, SOCIOCULTURAL PATTERNS,

THE OBJECTIVES OF THIS PROJECT INCLUDED--(1) OBTAINING KNOWLEDGE ABOUT VARIETIES OF COGNITIVE STRUCTURES YOUNG PEOPLE USE IN THINKING ABOUT FUTURE CAREER POSSIBILITIES AND DETERMINING THE EXTENT TO WHICH THE LIFE STYLES REPRESENTED IN ADOLESCENT GROUPS ARE RELATED TO SEX, SOCIAL CLASS, RELIGION, NATIONALITY, AND SEVERAL KINDS OF PSYCHOLOGICAL CHARACTERISTICS, (2) OBTAINING EVIDENCE REGARDING THE CONSTRUCT VALIDITY OF SEVERAL NEW ASSESSMENT TECHNIQUES THAT MAY PROVE USEFUL TO COUNSELORS, AND (3) FACILITATING THE PLANNING OF SUBSEQUENT RESEARCH STUDIES ON THE ORIGINS AND CONSEQUENCES OF DIFFERENT KINDS OF POSSIBILITY STRUCTURES. SEVERAL KINDS OF DATA WERE OBTAINED FROM FOUR CAREFULLY SELECTED SAMPLES OF ADOLESCENTS IN THE NINTH GRADE (OR ITS EUROPEAN EQUIVALENT) FROM THE STATE OF OREGON AND THE NETHERLANDS. FROM THE SAMPLES OBTAINED, IT WAS CONCLUDED THAT DUTCH SUBJECTS ARE MORE AWARE OF THEIR TOTAL SOCIETY AS COMPOSED OF CHILDREN AND ADULTS, WHEREAS AMERICAN ADOLESCENTS ARE MORE AWARE OF THEIR SPECIAL TEEN-AGE SOCIETY. IN ADDITION, DUTCH ADOLESCENTS APPEARED TO BE AWARE OF AND FAMILIAR WITH SIGNIFICANTLY MORE OCCUPATIONS. (LP)

ED 003 340 24

THE LEARNING BY DISCOVERY HYPOTHESIS.
BY- WITTROCK, M.C.
CALIFORNIA UNIV., LOS ANGELES
REPORT NUMBER CRP-2477-1
EDRS PRICE MF-$0.18 HC-$4.28 107P.

DESCRIPTORS- *CONCEPT TEACHING, *CURRICULUM DEVELOPMENT, *DISCOVERY PROCESSES, *PROBLEM SOLVING, *TRANSFER OF TRAINING, CALIFORNIA, COGNITIVE PROCESSES, CONCEPT FORMATION, CONFERENCES, LEARNING THEORIES, LOS ANGELES,

A REVIEW OF THEORY AND EMPIRICAL RESEARCH ON "THE LEARNING BY DISCOVERY HYPOTHESIS," AND RELATED LITERATURE ON CONCEPT-LEARNING AND PROBLEM-SOLVING, WAS PREPARED FOR A CONFERENCE IN NEW YORK CITY, 1965. RECENT CURRICULAR ACTIVITIES IN THE SUBJECT AREA WERE DESCRIBED. ATTEMPTS WERE MADE TO IDENTIFY INDEPENDENT AND DEPENDENT VARIABLES AND THE EXTENT OF RESEARCH IN THE SUBJECT AREA, AND TO DESCRIBE RELATED RESEARCH ON CONCEPT-LEARNING, PROBLEM-SOLVING, AND TRANSFER. RESULTS FROM THESE EFFORTS WERE DISCUSSED, AND SOME IMPLICATIONS FOR FURTHER RESEARCH ON LEARNING BY DISCOVERY WERE PRESENTED. (JM)

ED 003 341 24

A SURVEY AND COMPARISON OF YOUTH FITNESS 1958-1965.
BY- HUNSICKER, PAUL A. REIFF, GUY G.
MICHIGAN UNIV., ANN ARBOR
REPORT NUMBER CRP-2418 PUB DATE 65
EDRS PRICE MF-$0.27 HC-$7.32 183P.

DESCRIPTORS- *COMPARATIVE TESTING, *NATIONAL SURVEYS, *PHYSICAL FITNESS, *SCHOOL RECREATIONAL PROGRAMS, *YOUTH PROGRAMS, ANN ARBOR, HEALTH EDUCATION, MICHIGAN, PHYSICAL HEALTH, PHYSICAL RECREATION PROGRAMS, YOUTH FITNESS TEST,

PHYSICAL FITNESS TESTS WERE CONDUCTED ON PUPILS THROUGHOUT THE COUNTRY. THE PUPILS SELECTED WERE ADMINISTERED THE YOUTH FITNESS TEST, AND THE RESULTS REPRESENTED THE BEST AVAILABLE DATA IN THE FIELD. THE RESULTS WERE CODED AND STATISTICAL ANALYSES MADE. THE GENERAL CONCLUSION DRAWN FROM THE RESULTS INDICATED THAT THE PHYSICAL FITNESS LEVEL OF PUBLIC SCHOOL CHILDREN, GRADES 5 TO 12, IN 1965 WAS ABOVE THAT OF SIMILAR TESTS CONDUCTED IN 1953. THE ULTIMATE OBJECTIVE OF A PHYSICAL FITNESS PROGRAM IS SUGGESTED TO BE THE SENSITIZING OF THE PUPIL TO THE NEED FOR MAINTAINING A PHYSICAL FITNESS LEVEL THROUGHOUT LIFE. (RS)

ED 003 342 24

THE CHARACTERISTICS OF TEACHER EDUCATION STUDENTS IN THE BRITISH ISLES AND THE UNITED STATES.
BY- DICKSON, GEORGE E. AND OTHERS
TOLEDO UNIVERSITY, OHIO, RESEARCH FOUNDATION
REPORT NUMBER CRP-2[illegible]18 PUB DATE 65
EDRS PRICE MF-$0.45 HC-$12.68 317P.

DESCRIPTORS- *COMPARATIVE ANALYSIS, *EDUCATIONAL RESEARCH, *EDUCATIONAL STATUS COMPARISON, *FOREIGN COUNTRIES, *TEACHER EDUCATION, COMPARATIVE STATISTICS, COMPARATIVE TESTING, EDUCATIONAL TRENDS, ELEMENTARY EDUCATION, GREAT BRITAIN, INTELLIGENCE TESTS, OHIO, SECONDARY EDUCATION, STANDARDIZED TESTS, STUDENT TEACHING, TEACHER ATTITUDES, TEACHER CHARACTERISTICS, TESTS, TOLEDO,

A COMPARISON OF PRESERVICE TEACHER EDUCATION STUDENTS WAS PERFORMED IN THE AREAS OF (1) TEACHER ATTITUDES AND PERSONALITY CHARACTERISTICS, (2) GENERAL EDUCATIONAL PREPARATION, (3) PROFESSIONAL EDUCATION KNOWLEDGE, AND (4) GENERAL INTELLIGENCE. ALMOST 5,000 ELEMENTARY AND SECONDARY EDUCATION STUDENTS IN THE UNITED KINGDOM AND THE UNITED STATES RECEIVED A 12-HOUR BATTERY OF STANDARDIZED TESTS. THE RESULTS ON THE TEACHER CHARACTERISTICS AND ATTITUDES MEASURED INDICATED THAT STUDENTS IN THE UNITED STATES WERE MORE LEARNING-CENTERED OR TRADITIONAL AND LESS CHILD-CENTERED OR PERMISSIVE IN THEIR APPROACH TO TEACHING THAN WERE THEIR BRITISH COUNTERPARTS. AMERICAN STUDENTS APPEARED TO HAVE BETTER PREPARATION IN MEASURED AREAS OF PROFESSIONAL EDUCATION. OTHER RESULTS SHOWED A LARGE NUMBER OF SIGNIFICANT DIFFERENCES AND SOME DEFINITE PATTERNS. (JM)

ED 003 343 24

THE RELATIONSHIP OF CREATIVITY TO SOCIAL CLASS.
BY- SMITH, ROBERT M.
PITTSBURGH UNIV., PA., SCHOOL OF EDUCATION
REPORT NUMBER CRP-2250 PUB DATE JUL 65
CONTRACT OEC-4-10-070
EDRS PRICE MF-$0.27 HC-$5.64 141P.

DESCRIPTORS- *CREATIVITY, *ENVIRONMENTAL INFLUENCES, *SOCIAL CLASS, *SOCIOECONOMIC INFLUENCES, *THOUGHT PROCESSES, CREATIVE ACTIVITIES, GRADE 5, MEASUREMENT INSTRUMENTS, NEGRO ACHIEVEMENT, PENNSYLVANIA, PITTSBURGH, PSYCHOLOGICAL EVALUATION, VERBAL ABILITY,

ENVIRONMENTAL FACTORS RELATED TO CREATIVE PRODUCTION WERE STUDIED TO OBTAIN KNOWLEDGE OF THE LEARNING CHARACTERISTICS AND EDUCATIONAL PERFORMANCE OF CHILDREN FROM VARIOUS SOCIOECONOMIC LEVELS. CHILDREN FROM THE FIFTH GRADE WERE SELECTED AS SUBJECTS - 359 NEGRO AND 244 WHITE CHILDREN. FURTHER DIVISION INCLUDED FOUR SOCIOECONOMIC LEVELS. A VARIETY OF MEASURING INSTRUMENTS WERE EMPLOYED TO GATHER THE DATA AND TEST THE VARIABLES. ANALYSES WERE ACCOMPLISHED VIA COVARIANCE ANALYSIS (WITH CORRECTION FOR UNEQUAL, DISPROPORTIONATE MEANS) AND FACTOR ANALYSIS. THE FINDINGS INDICATED SIGNIFICANT DIFFERENCES IN CREATIVE THOUGHT FAVORING THE HIGHER SOCIOECONOMIC CHILD IN MOST VERBAL AREAS. THE LOWER SOCIOECONOMIC CHILD, HOWEVER, PERFORMED BETTER IN THE NONVERBAL AREAS. FURTHER RESEARCH WAS SUGGESTED TO DETERMINE THE SPECIFIC ENVIRONMENTAL FACTORS WHICH INFLUENCE PERFORMANCE IN CREATIVE THOUGHT. (RS)

ED 003 344 24

FAMILY FACTORS AND SCHOOL DROPOUT--1920-1960.
BY- DUNCAN, BEVERLY
MICHIGAN UNIV., ANN ARBOR
REPORT NUMBER CRP-2258 PUB DATE 65
EDRS PRICE MF-$0.45 HC-$13.40 335P.

DESCRIPTORS- *DROPOUT CHARACTERISTICS, *FAMILY INFLUENCE, *FAMILY SCHOOL RELATIONSHIP, *NATIONAL SURVEYS, *SCHOOL ATTITUDES, ADOLESCENTS, ANN ARBOR, ECONOMIC FACTORS, MALES, MICHIGAN,

THE INFLUENCE OF SOCIAL BACKGROUND ON EDUCATIONAL

ATTAINMENT WAS STUDIED. LARGE REPRESENTATIVE SAMPLES OF THE POPULATION WERE SELECTED. INFORMATION ON THE VARIABLES WAS OBTAINED FROM SURVEYS CONDUCTED BY THE BUREAU OF CENSUS. THE SURVEYS QUERIED ADULT MALES AND TEEN-AGE BOYS LIVING AT HOME WITH PARENTS. DATA WERE ALSO DRAWN FROM PUBLICATIONS. ANALYSES RELIED ON MULTIPLE-CLASSIFICATION AND REGRESSION TECHNIQUES, AND PATH DIAGRAMS. CONCLUSIONS REACHED WERE--(1) THE FAMILY ENVIRONMENTAL STRUCTURE DETERMINED THE AMOUNT OF SCHOOLING THE CHILD RECEIVED, (2) THE RELATIONSHIP BETWEEN SCHOOLING AND FAMILY WAS TRACEABLE TO PARENTAL ABILITIES AND CIRCUMSTANCES, AND (3) RESIDENCE DID NOT SHOW SIGNIFICANT INFLUENCES. MORE COMPLETE RECORDS FOR LARGER NUMBERS OF INDIVIDUALS WERE RECOMMENDED SO AS TO PROVIDE FOR ADEQUATE SAMPLE FREQUENCIES IN SUBPOPULATIONS. (RS)

ED 003 345 24

THE DEVELOPMENT OF DIFFERENTIATION AND CONSERVATION OF NUMBER.
BY- ZIMILES, HERBERT AND OTHERS
BANK STREET COLL. OF EDUCATION, NEW YORK, N.Y.
REPORT NUMBER CRP-2270 PUB DATE 65
EDRS PRICE MF-$0.18 HC-$3.24 81P.

DESCRIPTORS- *COGNITIVE PROCESSES, *GRADE 1, *KINDERGARTEN CHILDREN, *LOGICAL THINKING, *NUMBERS, ATTITUDES, COGNITIVE MEASUREMENT, DRAW A MAN TEST, INTELLIGENCE, NEW YORK, NEW YORK CITY, NUMBER CONCEPTS, PICTURE VOCABULARY TEST,

EARLY FORMS OF NUMERICAL REASONING WERE INVESTIGATED BY EXAMINING THE ROLE OF A SET OF VARIABLES IN THE DEVELOPMENT OF CONSERVATION OF NUMBER. CONSERVATION OF NUMBER WAS DEFINED AS THE RECOGNITION THAT THE NUMBER OF OBJECTS CONSTITUTES AN AGGREGATE WHICH IS NOT CHANGED MERELY BY REARRANGING THEM. EXPERIMENT ONE WAS CONDUCTED WITH CHILDREN FROM DIVERSE SCHOOL BACKGROUNDS. THREE GROUPS OF BOYS FROM THE KINDERGARTEN AND FIRST-GRADE LEVELS WERE STUDIED. THERE WERE 24 SUBJECTS IN THE 3 KINDERGARTEN GROUPS WHO RANGED IN AGE FROM 5.3 TO 6.3 YEARS, AND THE FIRST-GRADE SUBJECT AGES WERE 6.3 TO 7.3 YEARS. EXPERIMENT 2 HAD 98 SUBJECTS FROM THE FIRST-GRADE CLASSES OF 2 PUBLIC SCHOOLS IN A MIDDLE-CLASS NEIGHBORHOOD CURRENTLY DETERIORATING. CONSERVATION MATERIALS CONSISTED OF MINIATURE TRUCKS AND BLOCKS OF VARYING SIZE, SHAPE, AND COLOR. THE NUMBER AND QUALITY OF THESE OBJECTS WERE DETERMINED BY THE EXPERIMENTAL CONDITIONS IN WHICH THEY WERE EMPLOYED. IT WAS HYPOTHESIZED THAT THE ABILITY TO DISTINGUISH BETWEEN SPATIAL AND NUMERICAL CUES IS SALIENT TO EFFECTIVE FUNCTIONING. IN GENERAL, EVIDENCE SEEMED TO INDICATE THESE EXPECTATIONS WERE CONFIRMED, BUT THE CORRELATIONS BETWEEN VARIOUS MEASURES OF DIFFERENTIATION AND CONSERVATION OF NUMBER TENDED TO BE LOW. THE REPORT CONCLUDED THAT IT IS THE ORGANIZING AND INTEGRATING ASPECT OF COGNITION WHICH NEEDS TO BE DELINEATED IF COMPLEX FORMS OF BEHAVIOR ARE TO BE UNDERSTOOD. (HB)

ED 003 346 24

SEQUENCE CHARACTERISTICS OF TEXT MATERIALS AND TRANSFER OF LEARNING, PART 1--EXPERIMENTS IN DISCOVERY LEARNING.
BY- DELLA-PIANA, GABRIEL M. AND OTHERS
UTAH UNIV., SALT LAKE CITY, BUREAU OF EDUC. RES.
REPORT NUMBER CRP-2277-PT-1 PUB DATE DEC 65
EDRS PRICE MF-$0.36 HC-$8.12 203P.

DESCRIPTORS- *COMPARATIVE ANALYSIS, *INSTRUCTIONAL MATERIALS, *LEARNING PROCESSES, *MATHEMATICS INSTRUCTION, *PROGRAMED TEXTS, ALGEBRA, GRADE 5, GRADE 6, GRADE 9, SALT LAKE CITY, SEQUENTIAL PROGRAMS, TEACHING TECHNIQUES, UTAH,

THE TRANSFER EFFECTS OF DISCOVERY AND EXPOSITORY INSTRUCTIONAL TECHNIQUES FOR SEQUENCING OF INSTRUCTION WERE THE PURPOSE OF THIS TWO-PART STUDY. THE FIRST STUDY COMPARED THE TWO PROCEDURES IN A PROGRAMED UNIT ON SUMMING NUMBER SERIES. SAMPLES FOR THIS PART OF THE STUDY CONSISTED OF 96 NINTH-GRADE ALGEBRA STUDENTS, WHO WERE ASSIGNED TO EITHER OF THE TWO TREATMENTS. THE SECOND STUDY COMPARED THE PROCEDURES WITH TEACHER PRESENTATION ON SELECTED MATHEMATICAL CONCEPTS. SAMPLES CONSISTED OF 538 FIFTH- AND SIXTH-GRADE STUDENTS WHO RECEIVED INSTRUCTIONS BY THE TWO METHODS AND NORMAL INSTRUCTION. DATA WERE OBTAINED FOR TIME AND ERROR SCORES ON THE PROGRAM, AND RETENTION AND TRANSFER MEASURES. ANALYSES INVOLVED SIMPLE COMPARISONS OF MEANS AND VARIANCE. THE RESULTS INDICATED THAT THE GUIDED DISCOVERY SEQUENCING AND METHOD WAS SUPERIOR IN TRANSFER EFFECTS AND RETENTION OF CONCEPTS TO EXPOSITION. FURTHER RESEARCH SUGGESTIONS ARE DIRECTED TOWARD TREATMENT-APTITUDE INTERACTIONS AND USING APPROACHES TO ELICIT PROBLEM-SOLVING PROCESSES. THIS REPORT DESCRIBED THE DETAILED PROCEDURES. SAMPLE COPIES OF THE MATERIALS USED WERE ASSIGNED ACCESSION NUMBER ED 003 347. (RS)

ED 003 347 24

SEQUENCE CHARACTERISTICS OF TEXT MATERIALS AND TRANSFER OF LEARNING, PART 2 APPENDICES--TASKS AND TESTS.
BY- DELLA-PIANA, GABRIEL M. AND OTHERS
UTAH UNIV., SALT LAKE CITY, BUREAU OF EDUC. RES.
REPORT NUMBER CRP-2277-PT-2 PUB DATE DEC 65
EDRS PRICE MF-$0.45 HC-$11.20 280P.

DESCRIPTORS- *INSTRUCTIONAL MATERIALS, *MATHEMATICS INSTRUCTION, *PROGRAMED TEXTS, *REFERENCE MATERIALS, *TEACHING TECHNIQUES, LEARNING PROCESSES, SALT LAKE CITY, SEQUENTIAL PROGRAMS, UTAH,

THIS VOLUME IS AN APPENDIX TO ED 003 346. SAMPLE COPIES OF THE TESTS AND INSTRUCTIONAL MATERIALS USED IN THE STUDIES ARE INCLUDED. DESCRIPTIONS INCLUDE EXPERIMENTS ON DISCOVERY VERSUS EXPOSITORY SEQUENCING IN A PROGRAMED UNIT ON SUMMING NUMBER SERIES. THESE MATERIALS ARE PRESENTED TO PROVIDE CONCERNED PERSONS WITH A BETTER UNDERSTANDING OF THE TREATMENTS USED, AND FOR REPLICATION OR EXTENSION OF THE STUDIES. (RS)

ED 003 348 24

SELF-SELECTED MATHEMATICS LEARNING ACTIVITIES.
BY- FITZGERALD, WILLIAM M.
MICHIGAN UNIV., ANN ARBOR
REPORT NUMBER CRP-2047 PUB DATE 65
EDRS PRICE MF-$0.18 HC-$4.20 105P.

DESCRIPTORS- *AUTOINSTRUCTIONAL PROGRAMS, *EXPERIMENTAL PROGRAMS, *INTERMEDIATE GRADES, *MATHEMATICS MATERIALS, *MEASUREMENT INSTRUMENTS, ANN ARBOR, GRADE 7, GRADE 8, JUNIOR HIGH SCHOOLS, MICHIGAN,

THE PROJECT ATTEMPTED TO PROVIDE A WIDE VARIETY OF

MATHEMATICS LEARNING MATERIALS AND TO TEST THE SELF-SELECTION PRINCIPLE IN INVESTIGATING WHAT HAPPENS WHEN SEVENTH- AND EIGHTH-GRADE CHILDREN ARE ASSIGNED THE TASKS OF DETERMINING THEIR OWN MATHEMATICS CURRICULUM ON AN INDIVIDUAL SELF-SELECTION BASIS. THE EXPERIMENTAL GROUP CONSISTED OF 99 STUDENTS. THE CONTROL GROUP CONSISTED OF 172 STUDENTS FROM ANOTHER PUBLIC SCHOOL. PRE- AND POST-TESTS WERE ADMINISTERED TO GATHER DATA ON AGE, ACHIEVEMENT, AND ATTITUDES. OTHER INSTRUMENTS WERE USED TO COLLECT DATA FOR INTRA-EXPERIMENTAL CLASS COMPARISONS AND OBSERVATIONS. THE DATA WERE ANALYZED BY COMPARATIVE ANALYSIS AND INTERCORRELATIONS. THE PROJECT DEMONSTRATED THAT, FOR ALL EXCEPT THE BRIGHT STUDENTS (115 IQ AND ABOVE), A TOTALLY INDIVIDUALIZED SELF-SELECTION PROGRAM IS JUST AS EFFECTIVE AS A GOOD CONVENTIONAL PROGRAM. YET THE PROGRAM FAILED TO MEET THE NEEDS OF THE BRIGHTEST STUDENTS IN THE SEVENTH AND EIGHTH GRADES, AS WAYS WERE NOT FOUND IN THIS PROGRAM TO CHALLENGE THE BRIGHT CHILDREN TO LEARN TO THEIR CAPACITY AND TO HAVE POSITIVE FEELINGS ABOUT IT. (TC)

ED 003 349

24
THE USE OF PROGRAMMED INSTRUCTION IN THE DEVELOPMENT OF RECOGNITION SKILLS.
BY- WILLIAMS, JOANNA P.
PENNSYLVANIA UNIV., PHILADELPHIA
REPORT NUMBER CRP-2100 PUB DATE 65
EDRS PRICE MF-$0.18 HC-$3.72 93P.

DESCRIPTORS- *LEARNING THEORIES, *PROGRAMED INSTRUCTION, *READING READINESS, *RECOGNITION, *SKILL DEVELOPMENT, GRADE 6, LINEAR PROGRAMING, PENNSYLVANIA, PHILADELPHIA, PROGRAMING,

OBJECTIVES OF THIS RESEARCH WERE TO (1) INVESTIGATE THE EFFECTS OF THE RESPONSE MODE IN PROGRAMED INSTRUCTION, (2) EXTEND THE THEORETICAL PRINCIPLES ON WHICH PROGRAMED INSTRUCTION IS BASED, AND (3) DEVELOP EFFECTIVE METHODS OF TRAINING RECOGNITION SKILL. A SERIES OF FOUR EXPERIMENTS, INVOLVING SIXTH-GRADE PUPILS, WERE REPORTED. IN EXPERIMENT 1, STUDENTS WORKED THROUGH A LINEAR PROGRAM OF 2 VERSIONS, CONSTRUCTED-RESPONSE AND STRAIGHT TEXT. IMMEDIATE AND DELAYED TEST SCORES ON AN OBJECTIVE CRITERION TEST WERE HIGHER FOR THOSE STUDENTS WHO RECEIVED THE CONSTRUCTED-RESPONSE VERSION. EXPERIMENT 2 SHOWED THAT PERFORMANCE ON A CONSTRUCTED-RESPONSE TEST WAS SUPERIOR FOR THE CONSTRUCTED-RESPONSE TRAINING MODE. PREDICTED INTERACTION BETWEEN THE TRAINING MODE AND TYPE OF TEST ITEM WAS SIGNIFICANT. FINDINGS FROM A THIRD EXPERIMENT SUGGESTED THAT USING A COMBINATION OF MODES IN TRAINING MAY LEAD TO CONFUSION AND REDUCE THE EFFECTIVENESS OF A PROGRAM. EXPERIMENT 4 CONCERNED RECOGNITION OF LETTER-LIKE FORMS, ONE OF THE PRIMARY STEPS IN LEARNING TO READ. DATA SUGGESTED THAT A RELATIVELY LARGE AMOUNT OF TIME MIGHT WELL BE DEVOTED TO PRACTICE ON DISCRIMINATING LETTERS FROM THEIR TRANSFORMATIONS. (JC)

ED 003 350

24
FOLLOWUP STUDIES OF THE DETERMINANTS OF EDUCATIONAL-VOCATIONAL CHOICES.
BY- DOLE, ARTHUR A.
HAWAII UNIV., HONOLULU
REPORT NUMBER CRP-2109 PUB DATE 65
EDRS PRICE MF-$0.36 HC-$10.48 262P.

DESCRIPTORS- *CAREER CHOICE, *CAREER PLANNING, *COLLEGE STUDENTS, *HIGH SCHOOL STUDENTS, *OCCUPATIONAL CHOICE, ASPIRATION, COLLEGE ATTENDANCE, FOLLOWUP STUDIES, HAWAII, HONOLULU, PUBLIC SCHOOLS, UNIVERSITIES,

AN INVESTIGATION WAS MADE INTO THE DETERMINATION OF THE EDUCATIONAL AND VOCATIONAL CHOICES OF PUBLIC SCHOOL AND UNIVERSITY STUDENTS. SIX INDIVIDUAL STUDIES WERE CONDUCTED, EACH DEVOTED TO SPECIFIC QUESTIONS INVOLVING DETAILED OBJECTIVES, PROCEDURES, ANALYSES, FINDINGS, AND SPECIFIC IMPLICATIONS. THE QUESTIONS WERE--(1) HOW STABLE ARE VARIOUS REPORTED DETERMINANTS OF COLLEGE ATTENDANCE AS MEASURED IN THE FRESHMAN YEAR AND IN THE SENIOR YEAR, (2) HOW STABLE ARE VARIOUS REPORTED DETERMINANTS OF HIGH SCHOOL STUDY SPECIALIZATION AS MEASURED PROSPECTIVELY IN GRADE 9 AND RETROSPECTIVELY IN GRADE 11, (3) WHAT ARE SOME OF THE MAJOR FACTORS WHICH ACCOUNT FOR THE DECISION TO ATTEND COLLEGE, (4) HOW DO STUDENTS WHO WILL NOT GRADUATE IN 4 YEARS FROM THE COLLEGE THEY ENTERED AS FRESHMAN COMPARE ON MAJOR FACTORS IN COLLEGE ATTENDANCE WITH THOSE WHO REMAINED IN THE SAME UNDERGRADUATE COLLEGE TO SENIOR STATUS. SUBJECTS WERE DRAWN FROM 1,627 PUBLIC SCHOOL PUPILS WHO WERE IN GRADE 9 IN THE SPRING OF 1960 AND 1,596 STUDENTS WHO WERE STATE UNIVERSITY FRESHMEN DURING 1960. STUDIES CONDUCTED WERE DESCRIPTIVE, LONGITUDINAL, AND COMPARATIVE. CRITERIA OF EDUCATIONAL-OCCUPATIONAL STATUS ON FOLLOWUP AS COMPARED TO EDUCATIONAL STATUS 3 YEARS EARLIER DETERMINED ASSIGNMENT TO CONTROL AND EXPERIMENTAL GROUPS. DEPENDENT MEASURES INCLUDED REPORTED DETERMINANTS, MEASURED ABILITY, EDUCATIONAL-OCCUPATIONAL PLANS, AND SELECTED SOCIAL-PERSONAL CHARACTERISTICS. DIFFERENCES BETWEEN INCONSISTENT AND CONSISTENT GROUPS WERE TESTED FOR SIGNIFICANCE. THE STABILITY OF EACH ITEM WAS MEASURED BY INDICES OF RELATIONSHIPS AND ITEMS, AND SCALES WERE CORRELATED WITH EDUCATIONAL-OCCUPATIONAL STATUS IN THE FOLLOWUP. (HB)

ED 003 351

24
AN EXPLORATORY STUDY OF PREDICTORS OF PHYSICIAN PERFORMANCE.
BY- JACOBSEN, TONY L. AND OTHERS
UTAH UNIV., SALT LAKE CITY
REPORT NUMBER CRP-2110 PUB DATE SEP 65
REPORT NUMBER BR-5-0833
REPORT NUMBER OEC-3-10-136
EDRS PRICE MF-$0.27 HC-$6.52 163P.

DESCRIPTORS- *ACHIEVEMENT, *ADMISSION CRITERIA, *MEDICAL EVALUATION, BIOGRAPHICAL INVENTORY FOR MEDICINE (BIM), MEDICAL CASE HISTORIES, MEDICAL COLLEGE ADMISSION TEST (MCAT), MEDICAL SCHOOLS, PERFORMANCE, PHYSICIANS, PREDICTION, SALT LAKE CITY, SELECTION, TEST SELECTION, TEST VALIDITY, TESTS, UTAH,

AN ATTEMPT WAS MADE TO DETERMINE THE PREDICTIVE ACCURACY OF THREE MEDICAL SCHOOL SELECTION DEVICES--PREMEDICAL GRADES, THE MEDICAL COLLEGE ADMISSION TEST (MCAT), AND THE BIOGRAPHICAL INVENTORY FOR MEDICINE (BIM). THE BIM REPRESENTS A NEWLY DEVISED SELECTION INSTRUMENT FOR THE MEDICAL SCHOOL. IN THE STUDY, EACH INSTRUMENT WAS VALIDATED AGAINST IMMEDIATE CRITERIA OF MEDICAL SCHOOL PERFORMANCES AND THE MORE ULTIMATE CRITERIA OF ON-THE-JOB PERFORMANCES. THE MORE ULTIMATE CRITERIA MEASURES EMPLOYED WERE THE RESULTS OF AN EXTENSIVE YEAR-AND-A-HALF STUDY OF ABOUT 800 PRACTICING PHYSICIANS

REPRESENTING THREE MAJOR AREAS OF MEDICAL PRACTICE--GENERAL PRACTICE, SPECIALITY PRACTICE, AND MEDICAL SCHOOL FACULTY "PRACTICE." A TOTAL OF 30 FACTOR SCORES (CRITERIA MEASURES) HAD BEEN CALCULATED FROM THE PREVIOUS STUDY. THE STUDY DEMONSTRATED THAT NO SINGLE PREDICTIVE DEVICE NOW IN USE CAN MEET THE STRINGENT REQUIREMENTS OF PREDICTING THE MULTIFACETED DIMENSIONS WHICH COMPRISE TOTAL PHYSICIAN PERFORMANCE. THE INVESTIGATORS RECOMMEND REFINEMENT AND EXTENSION OF BOTH THE CRITERIA AND PREDICTORS. (JC)

ED 003 352 24

A COMPARATIVE STUDY OF THE ACADEMIC ACHIEVEMENT OF ELEMENTARY AGE STUDENTS OF THE UNITED STATES AND THE BRITISH ISLES.
BY- GIBSON, ROBERT L.
TOLEDO UNIVERSITY, OHIO, RESEARCH FOUNDATION
REPORT NUMBER CRP-2177 PUB DATE JUN 65
EDRS PRICE MF-$0.36 HC-$8.36 209P.

DESCRIPTORS- *ACHIEVEMENT, *ACHIEVEMENT TESTS, *CULTURAL BACKGROUND, *CULTURAL DIFFERENCES, *EDUCATIONAL METHODS, *ELEMENTARY SCHOOL STUDENTS, ACADEMIC ACHIEVEMENT, ARITHMETIC, CALIFORNIA ACHIEVEMENT TEST, COMPARATIVE ANALYSIS, EDUCATIONAL BACKGROUND, ENGLISH INSTRUCTION, GREAT BRITAIN, OHIO, READING ACHIEVEMENT, TOLEDO,

A CROSS-CULTURAL STUDY WAS CONDUCTED TO COMPARE THE ACHIEVEMENT LEVELS OF BRITISH AND UNITED STATES ELEMENTARY SCHOOL STUDENTS IN GRADES 1-6, OF VARYING ABILITY LEVELS, FROM BOTH PRIVATE AND PUBLIC SCHOOLS AT THE APPROXIMATE BEGINNING, MIDDLE, AND END OF THE ACADEMIC YEAR ACHIEVEMENT ANALYSES WERE BASED PRIMARILY UPON SCORES EARNED ON THE CALIFORNIA ACHIEVEMENT TEST, MODIFIED TO ELIMINATE CULTURALLY BIASED ITEMS. BRITISH-CONSTRUCTED, STANDARDIZED ACHIEVEMENT TESTS WERE USED PRIMARILY AS MEASURES OF THE VALIDITY OF THE CALIFORNIA ACHIEVEMENT TEST. VALIDITY COEFFICIENTS BETWEEN BOTH TESTS ON COMPARABLE SUBJECT-MATTER AREAS RANGED FROM 0.56 TO 0.89. SEVEN CONCLUSIONS WERE REACHED--(1) THROUGH THE FIRST FOUR GRADES, BRITISH PUPILS WERE AT HIGHER LEVELS OF ACHIEVEMENT IN NEARLY ALL SUBJECT AREAS AND ACROSS ABILITY LEVELS, (2) BY GRADES FIVE AND SIX, U.S. PUPILS WERE ACHIEVING AT APPROXIMATELY THE SAME LEVELS IN NEARLY ALL THE TESTED SUBJECT AREAS, (3) ON A COMPARATIVE BASIS, BRITISH PUPILS WERE STRONGEST IN ARITHMETIC FUNDAMENTALS AND U.S. PUPILS IN ENGLISH USAGE, (4) U.S. PUPILS SCORED COMPARATIVELY HIGHER ON U.S. TESTS, BRITISH ON BRITISH TESTS, (5) THE MARGIN BETWEEN HIGH AND AVERAGE ABILITY GROUPINGS WAS GREATER FOR THE BRITISH SAMPLE, (6) THERE APPEARED TO BE LITTLE DIFFERENCE BETWEEN THE ACHIEVEMENT OF PUBLIC AND PRIVATE SCHOOL PUPILS, AND (7) U.S. PUPILS WERE STRONGEST IN REASONING PROBLEMS, WHILE BRITISH PUPILS WERE STRONGEST ON METHOD PROBLEMS. (HB)

ED 003 353 24

A STUDY OF INCOME AND EXPENDITURE PATTERNS AMONG TWENTY-FOUR (24) INDEPENDENT AND CHURCH-RELATED JUNIOR COLLEGES.
BY- HEIGHT, DONALD W.
PINE MANOR JUNIOR COLL., CHESTNUT HILL, MASS.
REPORT NUMBER CRP-2538 PUB DATE 65
CONTRACT OEC-4-10-188
EDRS PRICE MF-$0.27 HC-$6.28 157P.

DESCRIPTORS- *BUDGETS, *EXPENDITURES, *FINANCIAL POLICY, *JUNIOR COLLEGES, *PRIVATE SCHOOLS, CHESTNUT HILL, CHURCH ROLE, COSTS, EDUCATIONAL FINANCE, FINANCIAL PROBLEMS, FINANCIAL SUPPORT, INITIAL EXPENSES, MASSACHUSETTS, OPERATING EXPENSES,

THE DEVELOPMENT OF FINANCIAL INFORMATION WHICH MAY BE USED BY PRIVATE JUNIOR COLLEGES IN APPRAISING AND IMPROVING THEIR FISCAL PRACTICES AND POLICIES WAS THE PURPOSE OF THE PROJECT. DATA RELATING TO INCOME AND EXPENDITURE PATTERNS OF PRIVATE JUNIOR COLLEGES WERE TRANSLATED INTO PERCENTAGES SO THAT COMPARABLE RELATIONSHIPS COULD BE DETERMINED BETWEEN INDIVIDUAL SCHOOLS AND GROUPS OF SCHOOLS. PERCENTAGES WERE CALCULATED INSTEAD OF DOLLARS IN ORDER TO HAVE VALID INFORMATION FOR A LONGER TIME PERIOD. SEVERAL POINTS WERE EMPHASIZED--(1) THERE WERE DEFINITE PATTERNS OF EXPENDITURES, (2) A SLIGHTLY WIDER SPREAD OF PERCENTAGE VALUES WAS EVIDENT IN JUNIOR COLLEGES THAN IN 4-YEAR COLLEGES, (3) A HIGHER PERCENTAGE OF FUNDS WAS SPENT ON OPERATIONS AND MAINTENANCE THAN WAS ANTICIPATED, (4) THE INSTRUCTIONAL COSTS OF JUNIOR COLLEGES WERE FOUND TO BE LOWER THAN THOSE OF 4-YEAR COLLEGES, AND (5) JUNIOR COLLEGES DEPENDED MORE HEAVILY ON STUDENT FEES FOR INCOME. (HB)

ED 003 354 24

ACHIEVEMENT AND ROLE DEFINITION OF THE COLLEGE STUDENT.
BY- BAUR, E. JACKSON
KANSAS UNIV., LAWRENCE
REPORT NUMBER CRP-2605 PUB DATE 65
REPORT NUMBER BR-5-0880
EDRS PRICE MF-$0.18 HC-$4.84 121P.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *COCURRICULAR ACTIVITIES, *COLLEGE ROLE, *COLLEGE STUDENTS, *PEER GROUPS, KANSAS, LAWRENCE, ROLE PLAYING, SELF CONCEPT, SOCIAL INFLUENCES, SOCIAL STRUCTURE,

A SOCIOLOGICAL ASSESSMENT OF STUDENT-COLLEGE INTERACTIONS WAS UNDERTAKEN WITH INTEREST CENTERED ON SOCIOCULTURAL FACTORS AND ATTITUDES. STUDY OBJECTIVES WERE TO (1) IDENTIFY THE SALIENT ROLES OF COLLEGE STUDENTS, THE SETTINGS IN WHICH THESE ROLES ARE PERFORMED, AND THE ROLES OF OTHER PERSONS WITH WHOM THE ACTION IS CARRIED OUT, (2) DESCRIBE AND EXPLAIN THE DIFFERENT MODES OF ADAPTATION TO ROLE EXPECTATIONS, INCLUDING STUDENTS' SELF-CONCEPTS IN THEIR RELATIONS WITH OTHERS, AND (3) RELATE THESE ROLE CONCEPTIONS TO PATTERNS OF ATTITUDE AND CONDUCT, ESPECIALLY AS THEY ARE SHOWN IN SCHOLASTIC ACHIEVEMENT. PRIMARY DATA WERE GATHERED BY SELECTING A SAMPLE OF ENTERING FRESHMEN FROM ONE UNIVERSITY AND FOLLOWING THEIR INDIVIDUAL PROGRESS AND ACHIEVEMENTS THROUGH 4 YEARS OF UNDERGRADUATE SCHOOLING. TECHNIQUES USED DURING THIS PERIOD WERE PERSONAL INTERVIEWS, PREPARED AUTOBIOGRAPHIES, AND PARTICIPANT-OBSERVER REPORTS. VARIOUS METHODS WERE EMPLOYED IN THE ANALYSES OF COLLECTED DATA. ASPECTS WERE DISCUSSED (AND CONCLUSIONS AND IMPLICATIONS DENOTED) WITH RESPECT TO THE FOLLOWING VARIABLES--(1) STUDENT-SCHOOL STRUCTURE INTERACTIONS, (2) STUDENT RESIDENCE ASSOCIATIONS AND ACTIVITIES IN CAMPUS SOCIETY, (3) STUDENT RELATIONS WITH PEERS, TEACHERS, ADVISERS, AND PARENTS, AND (4) CLASSROOM PERFORMANCE AND ATTITUDES, AND ACADEMIC ACHIEVEMENT. PARTICULAR ATTENTION WAS GIVEN TO COMPARISONS BETWEEN HONOR AND REGULAR STUDENTS. (JH)

ED 003 355 24

A STUDY OF A LONGITUDINAL FIRST GRADE READING READINESS PROGRAM.
BY- SPACHE, GEORGE D. AND OTHERS
FLORIDA ST. DEPT. OF EDUCATION, TALLAHASEE
REPORT NUMBER CRP-2742 PUB DATE 65
CONTRACT OEC-4-10-263
EDRS PRICE MF-$0.54 HC-$14.24 356P.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *COMPARATIVE ANALYSIS, *GRADE 1, *READING PROGRAMS, *READING READINESS, AUDITORY DISCRIMINATION, FLORIDA, LANGUAGE SKILLS, MEASUREMENT TECHNIQUES, NEGRO STUDENTS, READING TESTS, TALLAHASSEE, VISUAL PERCEPTION,

THIS PROJECT ANALYZED A LONGITUDINAL READING PROGRAM FOR IDENTIFICATION OF GROWTH IN ABILITIES, AND THE RELATIONSHIP BETWEEN TESTS. APPROXIMATELY 60 PUPILS FROM CONTROL AND EXPERIMENTAL CLASSES RECEIVED INTENSIVE READINESS TRAINING IN VISUAL PERCEPTION, AUDITORY DISCRIMINATION, AND LANGUAGE SKILLS. ALL WERE TESTED AT 25-MONTH INTERVALS. ANALYSES CONSISTED OF ESTIMATIONS BY A VARIETY OF ORAL AND SILENT READING TESTS. GROWTH CURVES WERE ESTABLISHED ACCORDING TO RACE, AGE, SEX, AND TYPE OF GROUP. GROWTH WAS INDICATED IN THE AUDITORY-VISUAL ABILITIES FOR ALL GROUPS. THE PROGRAM WAS FOUND TO BE OF VALUE FOR NEGRO PUPILS. DETAILED RESULTS AND CONCLUSIONS ARE PRESENTED. (RS)

ED 003 356 24

AN EXPERIMENT IN SPEECH INSTRUCTION BY AUDIO TAPES WITH WORKBOOK.
BY- NORTH, ROSS S.
OKLAHOMA CHRISTIAN COLL., OKLAHOMA CITY
REPORT NUMBER CRP-2574 PUB DATE 65
EDRS PRICE MF-$0.09 HC-$1.68 42P.

DESCRIPTORS- *AUDIOLINGUAL METHODS, *AUDIOVISUAL AIDS, *LECTURE, *TAPE RECORDINGS, INSTRUCTIONAL MATERIALS, OKLAHOMA, OKLAHOMA CITY, SPEECH, SPEECH EDUCATION, SPEECH IMPROVEMENT, SPEECH INSTRUCTION, SPEECH SKILLS, TAPE RECORDERS, WORKBOOKS,

THE EFFECTIVENESS OF USING TAPE-RECORDED LECTURES AS A PART OF AN INSTRUCTIONAL PROGRAM IN SPEECH WAS INVESTIGATED. SPECIFIC QUESTIONS RAISED WERE--(1) CAN TAPE-RECORDED LECTURES BE UTILIZED AS A MEANS OF IMPROVING EFFICIENCY AND QUALITY, (2) CAN THE RECORDED LECTURES LAST THE LENGTH OF USUAL CLASS PERIODS, (3) WILL WORKBOOKS IMPROVE STUDENT INTEREST WHILE THE TAPES ARE PLAYED, AND WILL LISTENING TO RECORDINGS OF ONE'S OWN SPEECHES IMPROVE SPEAKING ABILITY. FOUR BEGINNING SPEECH CLASSES WERE SET UP FOR THE RESEARCH. PLACEMENT OF STUDENTS WAS ON A RANDOM BASIS. IN TWO SECTIONS, STUDENTS (31) WERE TAUGHT BY PREPARED TAPES ONE TIME A WEEK. THE STUDENTS ALSO RECORDED THEIR CLASSROOM SPEECHES AND LISTENED TO THEM LATER ALONG WITH A TEACHER'S EVALUATION. IN THE OTHER TWO SECTIONS, STUDENTS HEARD NO RECORDINGS. A GROUP OF STUDENTS NOT ENROLLED IN SPEECH SERVED AS A CONTROL GROUP. THE STUDENTS WERE RATED BY A PANEL OF THREE JUDGES, BY THEIR TEACHERS, AND BY FELLOW STUDENTS ON ONE SPEECH AT THE BEGINNING OF THE SEMESTER AND ANOTHER AT THE END OF THE SEMESTER. QUESTIONNAIRES WERE ALSO ADMINISTERED. IT WAS FOUND THAT (1) TAPE-RECORDED LECTURES WITH WORKBOOKS WERE EQUALLY EFFECTIVE WITH THE CONVENTIONAL METHOD (LECTURING), (2) THE WORKBOOK PLAN ENABLED INTEREST TO BE MAINTAINED FOR A LONGER PERIOD OF TIME, AND (3) NO EVIDENCE WAS OBTAINED AS TO POSITIVE VALUE IN STUDENTS HEARING THEIR OWN SPEECHES. (JC)

ED 003 357 24

RULES TO AID IN THE TEACHING OF READING.
BY- WEIR, RUTH H. VENEZKY, RICHARD L.
STANFORD UNIV., CALIF.
REPORT NUMBER CRP-2584 PUB DATE 65
CONTRACT OEC-4-1-206
EDRS PRICE MF-$0.27 HC-$7.92 198P.

DESCRIPTORS- *GRAPHEMES, *LINGUISTICS, *PHONEMES, *PHONETICS, *READING INSTRUCTION, *SPELLING, *STRUCTURAL ANALYSIS, CALIFORNIA, COMPUTER PROGRAMS, ENGLISH, INSTRUCTIONAL MATERIALS, STANFORD,

A LINGUISTIC MODEL DEVELOPMENT FOR DESCRIBING SPELLING-TO-SOUND CORRESPONDENCES WAS UNDERTAKEN AND A NUMBER OF SPELLING-TO-SOUND PATTERNS ANALYZED, CONTINUING AN EARLIER STUDY PERFORMED UNDER PROJECT NO. S-039 (ED 003 445). RESEARCH EMPHASIZED VOWEL SPELLINGS AND THE INFLUENCE OF VARIOUS CONSONANTS UPON THE PRONUNCIATIONS OF THESE SPELLINGS. IT WAS BASED ON THESE HYPOTHESES--(1) THAT ENGLISH SPELLING RELATES NOT ONLY TO PHONOLOGY, BUT ALSO TO MORPHOLOGY AND SYNTAX AND (2) THAT, WHEN VIEWED WITH THIS UNDERSTANDING, A MUCH HIGHER DEGREE OF REGULARITY EMERGES THAN WHEN UNDERSTANDING IS CONFINED TO A SIMPLE LETTER-TO-SOUND RELATIONSHIP. RAW DATA WERE ACCUMULATED THROUGH USE OF A DIGITAL COMPUTER. SUCH BASIC SETS OF CORRESPONDENCES AS--(1) SPELLING-TO-MORPHOPHONEME, (2) MORPHOPHONEME-TO-MORPHOPHONEME, AND (3) MORPHOPHONEME-TO-PHONEME WERE ESTABLISHED. IT WAS CONCLUDED THAT THE MAJOR EMPHASIS IN TEACHING THE RELATIONSHIP BETWEEN SPELLING AND SOUND SHOULD CENTER ON SPELLING-TO-MORPHOPHONEME PATTERNS. ADDITIONAL STUDY WAS RECOMMENDED, HOWEVER, BEFORE ADAPTING THE MATERIAL PRESENTED TO THE TEACHING OF READING. (JM)

ED 003 358 24

READING ACHIEVEMENTS OF FIRST GRADE BOYS VERSUS FIRST GRADE GIRLS USING TWO APPROACHES--A LINGUISTIC APPROACH AND A BASAL READER APPROACH WITH BOYS AND GIRLS GROUPED SEPARATELY.
BY- WYATT, NITA M.
KANSAS UNIV., LAWRENCE
REPORT NUMBER CRP-2735 PUB DATE 65
EDRS PRICE MF-$0.27 HC-$7.16 179P.

DESCRIPTORS- *ABILITY GROUPING, *BASIC READING, *INSTRUCTIONAL MATERIALS, *READING ACHIEVEMENT, ACHIEVEMENT GAINS, COMPARATIVE ANALYSIS, ELEMENTARY SCHOOL STUDENTS, GRADE 1, KANSAS, LAWRENCE, LINGUISTIC PATTERNS, PHONETICS, STRUCTURAL ANALYSIS, TEACHING TECHNIQUES,

SEX DIFFERENCES IN READING ACHIEVEMENT RESULTING FROM USE OF TWO DIFFERENT APPROACHES TO TEACHING READING IN THE FIRST GRADE WERE STUDIED. A STANDARD BASAL READER APPROACH WAS USED WITH READING GROUPS DIVIDED BY SEX AS WELL AS ABILITY. PACE AND EMPHASIS OF INSTRUCTION FOR THE BOYS WAS ADAPTED TO SUIT THEIR NEEDS. A LINGUISTIC APPROACH ORGANIZED TO SUIT THE APTITUDES OF BOYS FOR TRANSFER AND INDUCTIVE

REASONING WAS USED WITH GROUPS DIVIDED BY ABILITY ONLY. EACH OF THE TWO EXPERIMENTAL GROUPS AND THE CONTROL GROUP CONSISTED OF 10 FIRST-GRADE CLASSES, GIVING A TOTAL SAMPLE OF 833 SUBJECTS. AT THE CLOSE OF A 140-DAY INSTRUCTIONAL PERIOD, ACHIEVEMENT TESTS WERE GIVEN. FOR WORD READING SKILL, THE BOYS IN BOTH EXPERIMENTAL GROUPS EXCELLED THE CONTROL GROUP, AND THE LINGUISTIC METHOD PROVED SUPERIOR TO THE BASAL READER APPROACH. GIRLS IN ALL THREE GROUPS HAD SIGNIFICANTLY HIGHER MEANS THAN THE BOYS IN THE SAME GROUP ONLY ON THE TEST OF PARAGRAPH MEANING. ON NEARLY EVERY MEASURE OF ACHIEVEMENT, THE LINGUISTIC APPROACH SEEMED THE MORE EFFECTIVE. SEX GROUPING WAS SLIGHTLY ADVANTAGEOUS FOR BOYS BUT APPEARED DETRIMENTAL TO GIRLS. (AL)

ED 003 359 24

EFFECTS OF AN INTENSIVE INSERVICE PROGRAM ON TEACHER'S CLASSROOM BEHAVIOR AND PUPIL READING ACHIEVEMENT.
BY- HEILMAN, ARTHUR W.
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
REPORT NUMBER CRP-2709 PUB DATE NOV 65
REPORT NUMBER BR-5-0471
EDRS PRICE MF-$0.18 HC-$3.76 94P.

DESCRIPTORS- *GRADE 1, *INSERVICE TEACHER EDUCATION, *READING INSTRUCTION, *TEACHER EXPERIENCE , *TEACHER IMPROVEMENT, BEGINNING READING, METROPOLITAN READING READINESS TEST, PENNSYLVANIA, PINTNER CUNNINGHAM PRIMARY ABILITIES TEST, READING ACHIEVEMENT, READING DEVELOPMENT, STANFORD ACHIEVEMENT TEST, TEACHER SEMINARS, UNIVERSITY PARK,

AN INVESTIGATION WAS MADE TO GAUGE THE EFFECTS OF AN INTENSIVE, INSERVICE TRAINING PROGRAM ON TEACHERS' CLASSROOM BEHAVIOR AND READING ACHIEVEMENT OF PUPILS TAUGHT BY PARTICIPATING TEACHERS. A TOTAL OF 30 FIRST-GRADE TEACHERS VOLUNTEERED FOR PARTICIPATION. ONE-HALF OF THIS TOTAL WAS ASSIGNED TO AN EXPERIMENTAL GROUP, AND THE OTHER HALF TO A CONTROL GROUP. TEACHERS IN THE EXPERIMENTAL GROUP ATTENDED A 2-WEEK PRESCHOOL SEMINAR AND PARTICIPATED IN 25 2-HOUR SEMINAR SESSIONS HELD DURING THE FIRST 30 WEEKS OF THE SCHOOL YEAR. CONTENT OF THE SEMINARS FOCUSED ON AN ANALYSIS OF READING RESEARCH RELATED TO FIRST-GRADE READING INSTRUCTION AND SELECTED "NEWER TRENDS" IN BEGINNING READING. ALL PUPILS FOR BOTH INSTRUCTOR GROUPS WERE GIVEN THE "METROPOLITAN READING READINESS TEST" AND THE "PINTNER-CUNNINGHAM PRIMARY ABILITIES TEST" AS PRETESTS. AFTER 140 DAYS OF INSTRUCTION, PUPILS WERE ADMINISTERED THE 5 READING SUBTESTS OF THE STANFORD ACHIEVEMENT TEST. ANALYSIS OF VARIANCE REVEALED NO SIGNIFICANT DIFFERENCES IN READING ACHIEVEMENT BETWEEN PUPILS OF TEACHERS IN THE CONTROL GROUP AND THOSE IN THE EXPERIMENTAL GROUP. MEAN DIFFERENCES FAVORED THE EXPERIMENTAL GROUP. THE EXPERIENCES PROVIDED IN THE PROGRAM WERE CONDUCIVE TO HELPING TEACHERS USE NEW TECHNIQUES AND REALIZE THE IMPORTANCE OF CONTINUED PROFESSIONAL GROWTH. (JC)

ED 003 360 24

AN ATTEMPT TO SECURE ADDITIONAL EVIDENCE CONCERNING FACTORS AFFECTING LEARNING TO READ.
BY- HAYES, ROBERT B. NEMETH, JOSEPH S.
PENNSYLVANIA STATE DEPT.OF PUB. INSTR., HARRISBURG
REPORT NUMBER CRP-2697 PUB DATE 65
EDRS PRICE MF-$0.09 HC-$2.16 54P.

DESCRIPTORS- *BEGINNING READING, *ELEMENTARY EDUCATION, *READING MATERIALS, *TEACHING METHODS, *TEXTBOOK EVALUATION, EVALUATION, GRADE 1, HARRISBURG, ITA, LANGUAGE ARTS, LIPPINCOTT READING PROGRAM, PENNSYLVANIA, READING ACHIEVEMENT, READING INSTRUCTION, READING READINESS TESTS, READING TESTS, SCHOOL PUBLICATIONS, SCOTT, FORESMAN SERIES,

A COMPARISON WAS MADE OF FOUR DIFFERENT METHODS OF TEACHING BEGINNING READING. THE PROGRAMS STUDIED WERE (1) AN ECLECTIC, "WHOLE WORD" READING PROGRAM PRESENTED IN SCOTT, FORESMAN PUBLICATIONS, (2) A "PHONIC" READING PROGRAM PUBLISHED BY J.B. LIPPINCOTT, (3) A COMBINATION ECLECTIC, "WHOLE WORD - PHONIC" READING PROGRAM PRESENTED BY SCOTT, FORESMAN MATERIALS SUPPLEMENTED BY AMERICAN EDUCATION PUBLICATIONS' 1964 EDITION OF "PHONICS AND WORD POWER," AND (4) A LANGUAGE ARTS APPROACH WHICH USES THE INITIAL TEACHING ALPHABET IN THE MATERIALS OF ITA PUBLICATIONS. EACH READING PROGRAM WAS USED IN FIVE FIRST-GRADE CLASSES. INTELLIGENCE TESTS, READING READINESS TESTS, AND READING ACHIEVEMENT TESTS WERE USED TO EVALUATE READING SKILLS OF THE STUDENTS. THE CONCLUSIONS DRAWN WERE REGARDED AS TENTATIVE AND FURTHER RESEARCH WAS RECOMMENDED. HOWEVER, RESULTS INDICATED THAT ITA, "PHONICS AND WORD POWER," AND LIPPINCOTT GAVE STUDENTS A FASTER START IN SOME READING AND SPELLING SKILLS, BUT THESE DIFFERENCES DIMINISHED FARTHER ALONG IN THE STUDY. EFFECTIVENESS OF THE READING PROGRAMS ALSO VARIED WITH ABILITY LEVELS OF THE STUDENTS. PUPIL ACHIEVEMENT WAS FOUND TO BE INFLUENCED BY (1) THE EDUCATIONAL LEVEL OF THE PARENTS, (2) THE NUMBER OF BOOKS AND MAGAZINES IN THE HOME, AND (3) ABOVE AVERAGE TEACHERS. (AL)

ED 003 361 24

FIRST GRADE READING USING MODIFIED CO-BASAL VERSUS THE INITIAL TEACHING ALPHABET.
BY- MAZURKIEWICZ, ALBERT J.
LEHIGH UNIV., BETHLEHEM, PA.
REPORT NUMBER CRP-2676 PUB DATE 65
EDRS PRICE MF-$0.18 HC-$3.32 83P.

DESCRIPTORS- *BEGINNING READING, *GRADE 1, *METHODS RESEARCH, *ORTHOGRAPHIC SYMBOLS, *READING INSTRUCTION, *TEACHING TECHNIQUES, BETHLEHEM, COMPARATIVE ANALYSIS, EVALUATION METHODS, ITA, LANGUAGE ARTS, PENNSYLVANIA, SPELLING, TRADITIONAL ORTHOGRAPHY (T.O.),

DIFFERENCES BETWEEN THE TWO METHODS OF FIRST-GRADE BEGINNING READING INSTRUCTION WERE INVESTIGATED. APPROXIMATELY 920 FIRST-GRADE CHILDREN WERE DIVIDED INTO 2 GROUPS WHICH RECEIVED 1 OF THE 2 METHODS. TO DETERMINE THE EFFECTS OF CERTAIN VARIABLES ON READING ACHIEVEMENT, THE CHILDREN WERE MATCHED IN PAIRS. THE RESULTS WERE GATHERED FROM ONE GROUP USING MATERIALS PRINTED IN TRADITIONAL ORTHOGRAPHY (T.O.) AND ANOTHER USING THE INITIAL TEACHING ALPHABET (ITA). THE USE OF ITA IN LANGUAGE ARTS WAS FOUND SIGNIFICANTLY BETTER IN THE DEVELOPMENT OF WORD READING SKILL, BUT INFERIOR TO T.O. IN THE DEVELOPMENT OF SPELLING SKILLS. THE INHIBITING EFFECTS OF PHONEME-GRAPHEME CORRESPONDENCE WERE NOT OVERCOME BY EITHER METHODOLOGY. FURTHER STUDY OF THE EFFECTS OF ITA INSTRUCTION WAS SUGGESTED. (RS)

ED 003 362 24

EFFECTS OF AN INTENSIVE INSERVICE PROGRAM ON TEACHER'S CLASSROOM BEHAVIOR AND PUPIL READING ACHIEVEMENT.
BY- LOREE, M. RAY
ALABAMA UNIVERSITY, UNIVERSITY
REPORT NUMBER CRP-2608 PUB DATE 65
EDRS PRICE MF-$0.18 HC-$5.08 127P.

DESCRIPTORS- *CRITICAL THINKING, *ELEMENTARY SCHOOL STUDENTS, *LEARNING PROCESSES, *PROBLEM SOLVING, *PSYCHOEDUCATIONAL PROCESSES, ALABAMA, EVALUATION TECHNIQUES, INTERVIEWS, JUNIOR HIGH SCHOOLS, UNIVERSITY,

THIS STUDY WAS THE COMPARISON OF THE INTELLECTUAL PROCESSES OF CHILDREN IDENTIFIED AS SUCCESSFUL PROBLEM SOLVERS WITH THE PROCESSES OF CHILDREN IDENTIFIED AS UNSUCCESSFUL. SPECIFIC ATTENTION WAS GIVEN TO THE PROCEDURE USED BY CHILDREN TO ARRIVE AT THE ANSWERS OF TEST QUESTIONS. THE PROCEDURE WAS THE INDIVIDUAL INTERVIEW TECHNIQUE FROM WHICH PROTOCOLS WERE OBTAINED. THE PROTOCOLS WERE ANALYZED FOR THE PURPOSE OF GENERATING HYPOTHESES FOR FUTURE TESTING. FOUR MAJOR CATEGORIES EMERGED FROM THE ANALYSIS OF THE PROTOCOLS AND MUST BE CONSIDERED IN RESEARCH ON PROBLEM-SOLVING ABILITY. THEY ARE (1) POSSESSION OF INFORMATION, (2) RECALL OF KNOWLEDGE, (3) EXTRACTION OF INFORMATION FROM THE PROBLEMS SITUATION, AND (4) COMBINING OPERATIONS (SUCH PROCESSES AS CLASSIFYING, ABSTRACTING, ANALYZING, SYNTHESIZING, AND EVALUATING). (JK)

ED 003 363 24

SCHOOL INTEGRATION CONTROVERSIES IN NEW YORK CITY, A PILOT STUDY.
BY- SWANSON, BERT E.
SARAH LAWRENCE COLL., BRONXVILLE, N. Y.
REPORT NUMBER CRP-2857 PUB DATE 65
EDRS PRICE MF-$0.27 HC-$6.08 152P.

DESCRIPTORS- *INTEGRATION EFFECTS, *RACIAL INTEGRATION, BRONXVILLE, INTEGRATION PLANS, INTEGRATION READINESS, INTEGRATION STUDIES, INTERVIEWS, NEW YORK, NEW YORK CITY, SCHOOL INTEGRATION,

THE MAJOR PROBLEM OF THIS PREPARATORY RESEARCH PROGRAM WAS TO ASCERTAIN THE FEASIBILITY OF MAKING A FULL-SCALE STUDY OF THE DYNAMICS OF SCHOOL INTEGRATION CONTROVERSIES IN NEW YORK CITY. METHODS INVOLVED INTERVIEWING AND OBSERVING LEADERS AT CITYWIDE AND NEIGHBORHOOD LEVELS, INCLUDING SCHOOL ADMINISTRATORS, SCHOOL BOARD MEMBERS, TEACHERS, PARENT GROUPS, CIVIL RIGHTS LEADERS, POLITICIANS, AND CIVIC LEADERS. A "SNOWBALL" TECHNIQUE WAS USED TO IDENTIFY KEY LEADERS, WHO WERE INTERVIEWED. CURRENT EVENTS WERE MONITORED BY USING NEWSPAPER CLIPPINGS, SPECIAL STUDY REPORTS, PUBLIC HEARINGS, SPECIAL WORKSHOPS, AND CONFERENCES. FOUR CONCEPTS WERE DISCUSSED--(1) SYSTEM OF CORE AND SATELLITE GROUPS, (2) THE SUBSYSTEM OF THE LOCAL NEIGHBORHOOD SCHOOLS, (3) THE ROLE OF THE SUPERINTENDENCY, AND (4) CONTENDING STRATEGIES. (HB)

ED 003 364 24

THE ANALYSIS OF PUBLIC CONTROVERSY, A STUDY IN CITIZENSHIP EDUCATION.
BY- OLIVER, DONALD W. AND OTHERS
HARVARD UNIV., CAMBRIDGE, MASS.,LAB. RES.IN INSTR.
REPORT NUMBER CRP-551-VOL-1 PUB DATE 62
HARVARD UNIV., CAMBRIDGE, MASS.,GRAD. SCH.OF EDUC.
EDRS PRICE MF-$0.45 HC-$13.52 338P.

DESCRIPTORS- *CITIZENSHIP, *CURRICULUM DEVELOPMENT, *POLITICAL ISSUES, *SOCIAL PROBLEMS, *SOCIAL SCIENCES, CAMBRIDGE, MASSACHUSETTS, PROGRAM EVALUATION, PUBLIC SCHOOLS, SOCIAL STUDIES, SOCIAL VALUES, TEACHING PROGRAMS,

THIS PROJECT REPORTED ON PUBLIC CONFLICT AND POLITICAL CONTROVERSY AS CONTENT ELEMENTS IN PUBLIC SCHOOL, SOCIAL SCIENCE PROGRAMS. PART 1 DISCUSSED CRITERIA FOR CONTENT SELECTION IN THE SOCIAL STUDIES AS GENERAL EDUCATION AND AS AN ANALYSIS OF SOCIAL VALUES. PART 2 DESCRIBED A FRAMEWORK FOR ANALYSIS OF PUBLIC CONTROVERSY IN AMERICA. PART 3 DEALT WITH IMPLEMENTATION OF CONTEMPORARY POLITICAL ISSUES IN PUBLIC SCHOOL SOCIAL STUDIES CURRICULUM. SUMMARIES AND CONCLUSIONS WERE PRESENTED FOR THE JUSTIFICATIONS OF THE PROGRAM AND THE ANALYTIC FRAMEWORK DESCRIPTIONS. A REPORT WAS INCLUDED ON THE DEVELOPMENT AND EVALUATION OF A TRIAL PROGRAM FOR TEACHING STUDENTS ABOUT CONTROVERSIAL ISSUES. THE INFORMATION IS PRESENTED IN TWO VOLUMES. VOLUME 2, WHICH CONTAINED A CONTINUATION OF PART 3, WAS ASSIGNED ACCESSION NUMBER ED 003 365. (RS)

ED 003 365 24

THE ANALYSIS OF PUBLIC CONTROVERSY, A STUDY IN CITIZENSHIP EDUCATION.
BY- OLIVER, DONALD W. AND OTHERS
HARVARD UNIV., CAMBRIDGE, MASS.,LAB. RES.IN INSTR.
REPORT NUMBER CRP-551-VOL-2 PUB DATE 62
HARVARD UNIV., CAMBRIDGE, MASS.,GRAD. SCH.OF EDUC.
EDRS PRICE MF-$0.45 HC-$11.00 275P.

DESCRIPTORS- *CITIZENSHIP, *CURRICULUM DEVELOPMENT, *POLITICAL ISSUES, *SOCIAL PROBLEMS, *SOCIAL SCIENCES, CAMBRIDGE, MASSACHUSETTS, PROGRAM EVALUATION, PUBLIC SCHOOLS, SOCIAL STUDIES, SOCIAL VALUES, TEACHING PROGRAMS,

A DISCUSSION WAS CONTINUED IN THIS REPORT ON IMPLEMENTING AN APPROACH AND ON DEVELOPING AND EVALUATING A TRIAL PROGRAM FOR USING ISSUES OF PUBLIC CONFLICT AND POLITICAL CONTROVERSY AS CONTENT ELEMENTS IN PUBLIC SCHOOL SOCIAL SCIENCE PROGRAMS. CONCLUSIONS WERE PROVIDED FOR THE VARIOUS TOPICS DISCUSSED. THE INFORMATION WAS PRESENTED AS VOLUME TWO OF A TWO-PART REPORT. (REFER TO ACCESSION NUMBER ED 003 364, VOLUME ONE) (JH)

ED 003 366 24

THE DEVELOPMENT OF DESIGNS FOR CURRICULUM RESEARCH, IMPLICATION OF THE CONFERENCE ON FUNDAMENTAL PROCESSES IN EDUCATION.
BY- BRUNER, JEROME S.
HARVARD UNIV., CAMBRIDGE, MASS.,LAB. OF SOC. REL.
REPORT NUMBER CRP-A PUB DATE 8 APR 60
CONTRACT OEC-SAE-8420
EDRS PRICE MF-$0.09 HC-$0.32 8P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *CONCEPT FORMATION, *CURRICULUM DEVELOPMENT, *RESEARCH OPPORTUNITIES, *SELF CONCEPT, AUDIOVISUAL INSTRUCTION, CAMBRIDGE, CONFERENCES, CURRICULUM RESEARCH, EDUCATIONAL RESEARCH, INSTRUCTIONAL

MATERIALS, LEARNING PROCESSES, MASSACHUSETTS, NATIONAL ACADEMY OF SCIENCES, WOODS HOLE,

A REPORT ON IMPLICATIONS FOR FUTURE RESEARCH ACTIVITY TO BE SPONSORED BY THE U.S. OFFICE OF EDUCATION WAS PREPARED AS AN ADDENDUM TO THE CHAIRMAN'S REPORT OF THE WOODS HOLE CONFERENCE ON FUNDAMENTAL PROCESSES IN EDUCATION, HELD UNDER THE AUSPICES OF THE NATIONAL ACADEMY OF SCIENCES DURING SEPTEMBER 1959. IMPLICATIONS FOR FUTURE RESEARCH WERE ORGANIZED IN FIVE CATEGORIES--(1) THE IMPORTANCE OF STRUCTURE IN TEACHING AND LEARNING, (2) THE RELATIVITY OF LEARNING READINESS, (3) THE BALANCE OF INTUITIVE AND ANALYTIC THINKING, (4) THE NATURE OF ADEQUATE MOTIVES FOR LEARNING, AND (5) THE PROPER USE OF AIDS TO TEACHING. A FINAL RECOMMENDATION HIGHLIGHTED THE NEED FOR FORMULATING A U.S. OFFICE OF EDUCATION POLICY ON CURRICULUM DEVELOPMENT AND FOR CREATING A CLEARINGHOUSE DEVOTED TO CURRICULUM DEVELOPMENT INFORMATION. (JM)

ED 003 367 24

EXPERIMENTAL TEACHING OF MATHEMATICAL LOGIC IN THE ELEMENTARY SCHOOL.
BY- SUPPES, PATRICK BINFORD, FREDERICK
STANFORD UNIV., CALIF.
REPORT NUMBER CRP-D-005 PUB DATE 64
EDRS PRICE MF-$0.09 HC-$2.24 56P.

DESCRIPTORS- *DECISION MAKING SKILLS, *ELEMENTARY EDUCATION, *LOGICAL THINKING, *MODERN MATHEMATICS, *TEACHER EDUCATION, CALIFORNIA, GRAMMAR, MATHEMATICAL CONCEPTS, MATHEMATICS, MATHEMATICS CURRICULUM, MATHEMATICS INSTRUCTION, STANFORD, TEACHER IMPROVEMENT, TRANSFER OF TRAINING,

STUDY OBJECTIVES WERE DEVELOPED AROUND THE IDEA THAT DELIBERATE AND PLANNED TEACHING OF FORMAL SYMBOLIC LOGIC WILL BENEFIT THE STUDENT AT ANY AGE BY ENLARGING HIS SCOPE AND PROVIDING FOR A DEEPER AND MORE PENETRATING STUDY OF MATHEMATICS AND OTHER DEDUCTIVELY FORMULATED DISCIPLINES. IT WAS HYPOTHESIZED THAT THE ABLE STUDENT IN ELEMENTARY SCHOOL IS CAPABLE OF ACQUIRING THE SKILLS TO A SIGNIFICANT DEGREE AND WITHIN A REASONABLE TIME. APPROXIMATELY 500 ACADEMICALLY TALENTED FIFTH- AND SIXTH-GRADE STUDENTS PARTICIPATED IN AN EXPERIMENTAL 2-YEAR PROGRAM IN 13 SCHOOLS. IT WAS FOUND THAT--(1) THE UPPER QUARTILE OF ELEMENTARY SCHOOL STUDENTS CAN ACHIEVE CONCEPTUAL AND TECHNICAL MASTERY OF ELEMENTARY MATHEMATICAL LOGIC, (2) MASTERY OF THE SUBJECT MATTER CAN BE ACCOMPLISHED IN AN AMOUNT OF TIME COMPARABLE TO THAT NEEDED BY COLLEGE STUDENTS, BUT DISTRIBUTED OVER A GREATER PERIOD OF TIME AND WITH CONSIDERABLY MORE DIRECT TEACHER SUPERVISION, AND (3) THE MORE DEDICATED AND ABLE ELEMENTARY-SCHOOL TEACHERS CAN BE GIVEN SUFFICIENT TRAINING IN 5 OR 6 SEMESTER HOURS OF INSTRUCTION TO TEACH CLASSES IN ELEMENTARY MATHEMATICAL LOGIC. (JM)

ED 003 368 24

RE-EDUCATION OF UNEMPLOYED AND UNSKILLED WORKERS.
BY- BROOKS, LYMAN B. AND OTHERS
VIRGINIA STATE COLL., NORFOLK DIV.
REPORT NUMBER CRP-D-054 PUB DATE 64
EDRS PRICE MF-$0.27 HC-$6.80 170P.

DESCRIPTORS- *DEMONSTRATION PROJECTS, *EMPLOYMENT PROBLEMS, *MANPOWER DEVELOPMENT, *TEACHING TECHNIQUES, *VOCATIONAL RETRAINING, EVALUATION METHODS, GUIDANCE COUNSELING, LABOR MARKET, NORFOLK, UNEMPLOYMENT, VIRGINIA,

PROGRAMS WERE PLANNED AND DEVELOPED TO PROVIDE UNSKILLED WORKERS WITH THE TRAINING NECESSARY TO COMPETE IN THE CURRENT LABOR MARKET. SUBJECTS WERE ASSIGNED TO FOUR GROUPS--(1) THE MAIN EXPERIMENTAL GROUP, (2) THE SUBSIDIARY EXPERIMENTAL GROUP, (3) THE SUBSIDIARY CONTROL GROUP, AND (4) THE MAIN CONTROL GROUP. THE GROUPS RECEIVED VARIOUS TREATMENTS OF INSTRUCTION AND COUNSELING. DATA WERE COLLECTED IN FIVE AREAS AND ANALYZED COMPARATIVELY. IT WAS GENERALLY FOUND THAT INDIVIDUAL GUIDANCE ENHANCES ATTITUDE IMPROVEMENT, THAT THE TRAINEES RECEIVED BETTER EMPLOYMENT, AND THAT GENERAL EDUCATION IMPROVES THE SUCCESSFUL PERFORMANCE OF A WORKER. THE IMPLICATIONS FOR FURTHER RESEARCH INDICATE A NUMBER OF AREAS THAT NEED ATTENTION. GENERAL EDUCATION SHOULD BE A BROADENING EDUCATIONAL EXPERIENCE, AND BE DIRECTED TO THE FAMILY UNITS AS WELL AS THE TRAINEES. (RS)

ED 003 369 24

A MODERN MATHEMATICS PROGRAM AS IT PERTAINS TO THE INTERRELATIONSHIP OF MATHEMATICAL CONTENT, TEACHING METHODS AND CLASSROOM ATMOSPHERE (THE MADISON PROJECT).
BY- DAVIS, ROBERT B.
SYRACUSE UNIV., N.Y.
REPORT NUMBER CRP-D-044 PUB DATE 63
WEBSTER COLL., WEBSTERS GROVE, MO.
EDRS PRICE MF-$0.18 HC-$3.16 79P.

DESCRIPTORS- *DEMONSTRATION PROGRAMS, *DEMONSTRATION PROJECTS, *MATHEMATICS CURRICULUM, *MATHEMATICS INSTRUCTION, *MATHEMATICS MATERIALS, FILMS, INSTRUCTIONAL FILMS, INSTRUCTIONAL INNOVATION, MADISON PROJECT, MISSOURI, NEW YORK, SYRACUSE, TAPE RECORDINGS, TESTING, WEBSTER GROVES,

ACTIVITIES ARE DISCUSSED WHICH TOOK PLACE DURING THE SECOND YEAR OF THE PROPOSED 5-YEAR "MADISON PROJECT," A COMPREHENSIVE EFFORT AIMED AT GIVING SCHOOL CHILDREN AN EXPERIENCE IN THE CREATIVE AND OPEN-ENDED FORM OF MATHEMATICS AS IT IS KNOWN TO MATHEMATICIANS. THE REPORT OF THE FIRST YEAR (1962) BORE THE SAME TITLE AS THIS REPORT. OBJECTIVES OF THIS "DEMONSTRATION" PHASE INCLUDED (1) WORK WITH SCHOOLS AND SCHOOL SYSTEMS IN PROVIDING STUDENTS WITH EXPERIENCES WHICH REFLECT VALID INTERPRETATION OF GOOD MATHEMATICAL THINKING, (2) EXTENSIVE COLLECTION OF DATA FOR PURPOSES OF DOCUMENTING THE NATURE OF THE EXPERIENCES, (3) "QUALITY CONTROL" OF EXPERIENCES, (4) INTEGRATION OF THE DEMONSTRATION INTO A PROGRAM OF INSERVICE TEACHER TRAINING, PRESERVICE TEACHER EDUCATION, AND CURRICULUM MATERIALS DEVELOPMENT, AND (5) REPORTING TO THE PROFESSION AND ACADEMIC COMMUNITY. PROCEDURES FOR THE DEMONSTRATION WERE AIMED TOWARD THE DEVELOPMENT OF A COMBINATION OF VARIOUS ATTRIBUTES THAT TOGETHER WOULD SERVE TO GIVE CHILDREN EXPERIENCES IN GOOD MATHEMATICAL THINKING. CONCLUSIVE RESULTS WERE NOT REPORTED FOR THIS PHASE OF THE PROJECT. ANALYSIS OF TAPE RECORDINGS, FILMS, AND SCHOOL-ADMINISTERED ACHIEVEMENT TESTS INDICATED SOME POSITIVE FINDINGS WHICH WERE DISCUSSED IN DETAIL WITH RESPECT TO THEIR APPROPRIATENESS AND VALUE IN MATHEMATICS INSTRUCTION. (JC)

ED 003 370 24

THE EFFECTS OF GROUP COUNSELING ON SCHOOL ADJUSTMENT OF UNDER-ACHIEVING JUNIOR HIGH SCHOOL BOYS WHO DEMONSTRATE ACTING-OUT BEHAVIOR.
BY- COHN, BENJAMIN AND OTHERS
BOARD OF COOPERATIVE EDUCATIONAL SERVICES
REPORT NUMBER CRP-D-040 PUB DATE 64
EDRS PRICE MF-$0.27 HC-$6.60 165P.

DESCRIPTORS- *CHANGING ATTITUDES, *GROUP COUNSELING, *JUNIOR HIGH SCHOOLS, *MALES, *UNDERACHIEVERS, BEDFORD HILLS, DISCUSSION GROUPS, GRADE 7, GRADE 8, GUIDANCE COUNSELING, NEW YORK, PSYCHOMETRICS, STUDENT BEHAVIOR, TEACHER ATTITUDES,

THE APPLICATION OF GROUP COUNSELING WAS INVESTIGATED WITH RESPECT TO ITS EFFECT ON UNDERACHIEVING, ACTING-OUT, JUNIOR HIGH SCHOOL BOYS. IN ADDITION, TWO OTHER EFFECTS WERE STUDIED--(1) THAT OF INVOLVING TEACHERS IN DISCUSSION GROUPS AND (2) THAT OF THESE DISCUSSIONS GROUPS ON TEACHER ATTITUDES. THREE COUNSELORS FROM DIFFERENT SCHOOLS IN SIMILAR SOCIOECONOMIC AREAS PARTICIPATED. EACH CONDUCTED TWO EXPERIMENTAL COUNSELING GROUPS AND A TEACHER DISCUSSION GROUP. STUDENTS IN THE SEVENTH AND EIGHTH GRADES OF ALL THREE SCHOOLS WERE TESTED FOR PROJECT SELECTION. EVALUATIVE INSTRUMENTS WERE USED WITH THE SELECTED SAMPLE BEFORE AND AFTER COUNSELING DURING 1 ACADEMIC YEAR FOR PURPOSES OF PRE- AND POST-TESTING. FOLLOWUP TESTING WAS ACCOMPLISHED 1 YEAR AFTER COUNSELING TO DETERMINE WHAT CHANGES WERE MAINTAINED BY THE STUDENT POPULATION. ALL STUDENT AND TEACHER MEETINGS (25 AND 13, RESPECTIVELY) WERE TAPE RECORDED. (EVALUATIVE INSTRUMENTS USED WITH STUDENTS AND TEACHERS, AND HOW THEY WERE USED, ARE DESCRIBED IN THE REPORT TEXT.) AS A DIRECT RESULT OF COUNSELING, THE EXPERIMENTAL GROUPS IMPROVED IN SELF-CONCEPT, LEANED MORE TOWARD NONCONFORMING BEHAVIOR, FELT THEY HAD DIFFICULTY ACCEPTING THEIR PEERS, AND WERE POORLY MOTIVATED TOWARD ACADEMIC WORK WHEN COMPARED WITH CONTROL GROUPS. AFTER 1 YEAR THESE EXPERIMENTAL STUDENTS BECAME MORE DELINQUENCY-PRONE THAN THEIR COUNTERPARTS. THE EFFECTS OF TEACHER DISCUSSION GROUPS AND THE RESULTS OF A PARENT SURVEY WERE DISCUSSED ALSO. (JH)

ED 003 371 24

A MODERN MATHEMATICS PROGRAM AS IT PERTAINS TO THE INTERRELATIONSHIP OF MATHEMATICAL CONTENT, TEACHING METHODS AND CLASSROOM ATMOSPHERE. (THE MADISON PROJECT)
BY- DAVIS, ROBERT B.
SYRACUSE UNIV., N.Y.
REPORT NUMBER CRP-D-093 PUB DATE 65
WEBSTER COLL., WEBSTERS GROVE, MO.
EDRS PRICE MF-$0.27 HC-$6.08 152P.

DESCRIPTORS- *CURRICULUM ENRICHMENT, *EDUCATIONAL THEORIES, *ELEMENTARY EDUCATION, *MATHEMATICS CURRICULUM, *MODERN MATHEMATICS, CLASSROOM ENVIRONMENT, DEMONSTRATION PROJECTS, FILMS, MADISON PROJECT, MASS MEDIA, MATHEMATICS, MISSOURI, NEW YORK, SYRACUSE, TAPE RECORDINGS, TEACHER EDUCATION, TEACHING METHODS, WEBSTER GROVES,

THIS REPORT COVERS THE THIRD AND FOURTH YEARS OF THE 5-YEAR "MADISON PROJECT" DESIGNED TO DEMONSTRATE AN UPDATING PROCESS FOR THE SCHOOL MATHEMATICS CURRICULUM IN ELEMENTARY EDUCATION. THE ATTEMPT WAS NOT ONLY TO BROADEN THE OVERALL CURRICULUM FROM GRADES 2 THROUGH 8 BY ADDING PORTIONS AND ASPECTS OF SUCH DISCIPLINES AS ALGEBRA AND COORDINATE GEOMETRY, BUT TO ACCOMPLISH (1) DIVERSITY IN CLASSROOM ACTIVITY, (2) ACTIVE STUDENT PARTICIPATION, AND (3) CREATIVITY IN CLASSROOM EXPERIENCES. IT WAS DECIDED TO DEVELOP SMALL INSTRUCTIONAL UNITS FOR INSERTION INTO A PREEXISTING CURRICULUM, RATHER THAN TO PREPARE AN ENTIRELY NEW CURRICULUM. THE "MADISON PROJECT" PROCEDURE WAS PREPARED FOR MATHEMATICIANS, OR OTHERS FAMILIAR WITH MATHEMATICAL IDEAS AND WITH WORKING WITH CHILDREN, WHO DEVELOPED FULLY-STRUCTURED (BUT FLEXIBLE) LESSONS IN ACTUAL CLASSROOM ENVIRONMENTS. THESE LESSONS, THEN, WERE EITHER TAPE-RECORDED OR FILMED AND USED AS MEANS OF (1) REPORTING TO THE TEACHING AND MATHEMATICS PROFESSIONS AND (2) TEACHER TRAINING. ANALYTICAL DESCRIPTIONS OF THE PROJECT METHODS AND MATERIALS WERE ACCUMULATED INTO A "THEORY OF INSTRUCTION" FORMAT. PARTICIPATING TEACHERS, GENERALLY, GAVE ENTHUSIASTIC RESPONSES TO THIS "THEORY OF INSTRUCTION," AS IT APPEARED TO BE IN A FORM THEY FOUND USEFUL AND RELEVANT TO THEIR PROBLEMS AND GOALS. IT WAS DETERMINED THAT ELEMENTARY STUDENTS (AT LEAST IN THE HIGHER ABILITY GROUPINGS) CAN LEARN FAR MORE MATHEMATICS THAN HAS USUALLY BEEN THOUGHT POSSIBLE. (JH)

ED 003 372 24

EFFECTS OF COLLEGE UPON STUDENT ASPIRATIONS.
BY- THISTLETHWAITE, DONALD L.
VANDERBILT UNIV., NASHVILLE, TENN.
REPORT NUMBER CRP-D-098 PUB DATE 65
EDRS PRICE MF-$0.36 HC-$8.64 216P.

DESCRIPTORS- *ASPIRATION, *COLLEGE STUDENTS, *SURVEYS, HIGHER EDUCATION, NASHVILLE, STUDENT ATTITUDES, STUDENT OPINION, STUDENT REACTION, TENNESSEE,

THE MAJOR OBJECTIVES WERE TO IDENTIFY THE TYPES OF COLLEGE ENVIRONMENTS WHICH STRENGTHEN OR WEAKEN UNDERGRADUATES' DISPOSITION TO SEEK ADVANCED TRAINING AND TO FORMULATE STEPS WHICH COLLEGE ADMINISTRATORS OR FACULTIES MIGHT TAKE TO ENCOURAGE TALENTED STUDENTS. A PANEL OF APPROXIMATELY 2,000 COLLEGE STUDENTS WAS SURVEYED AT THE BEGINNING OF COLLEGE, AT THE END OF THE SOPHOMORE YEAR, AND AGAIN AT THE COMPLETION OF COLLEGE. MULTIPLE REGRESSION EQUATIONS WERE DEVELOPED FOR PREDICTING TERMINAL DISPOSITIONS TO SEEK ADVANCED GRADUATE OR PROFESSIONAL TRAINING FROM EIGHT PRECOLLEGE CHARACTERISTICS. DISCREPANCIES BETWEEN PREDICTED AND OBTAINED CRITERION SCORES WERE USED AS INDEXES OF CHANGES IN DISPOSITIONS. THESE INDEXES WERE CORRELATED WITH MEASURES OF COLLEGE ENVIRONMENTS AND REPORTED EXPERIENCE DURING COLLEGE. THE FOLLOWING HYPOTHESES WERE CONFIRMED--(1) DISPOSITIONS TO SEEK ADVANCED GRADUATE TRAINING ARE STRENGTHENED BY EXCELLENT TEACHERS OR ROLE MODELS IN THE STUDENT'S MAJOR FIELD OF STUDY, UPPER CLASS STUDENT SUBCULTURES CHARACTERIZED BY A STRONG PRESS FOR INTELLECTUALISM OR LARGE PROPORTIONS OF PEERS PLANNING TO SEEK ADVANCED DEGREES, MAJOR FIELD TEACHERS WHO PROVIDE POSITIVE EVALUATIONS OF THE STUDENT'S ABILITY, HONORS PROGRAMS OR GRADUATE-LEVEL COURSES AS UNDERGRADUATES, UNDERGRADUATE PARTICIPATION IN RESEARCH PROJECTS, AND SOCIAL RECOGNITION OR EXPERIENCE OF WINNING HONORS OR AWARDS, AND (2) DISPOSITIONS TO SEEK ADVANCE STUDY WERE WEAKENED BY TEACHERS WHO EITHER DEMAND STRICT COMPLIANCE WITH COURSE OR CURRICULAR REQUIREMENTS OR WHO STRESS THE PRACTICAL OR

VOCATIONAL VALUES OF EDUCATION, AND STUDENT PEER GROUPS EXERCISING STRONG PRESS TO PARTICIPATE IN PLAY OR SPECTATOR ACTIVITIES. (HB)

ED 003 373 24

THE JOB PERFORMANCE OF SCHOOL ADMINISTRATORS--A RESEARCH DEVELOPMENT PROJECT.
BY- GRIFFITHS, DANIEL E.
COLUMBIA UNIV., NEW YORK, TEACHERS COLLEGE
REPORT NUMBER CRP-E-1 PUB DATE SEP 62
CONTRACT OEC-214-6905
EDRS PRICE MF-$0.18 HC-$3.44 86P.

DESCRIPTORS- *ADMINISTRATOR RESPONSIBILITY, *CONFERENCES, *ELEMENTARY EDUCATION, *PRINCIPALS, *SCHOOL ADMINISTRATION, ADMINISTRATOR GUIDES, ELEMENTARY SCHOOL SUPERVIOSRS, JOB APPLICATION, NEW YORK, NEW YORK CITY, PERFORMANCE FACTORS, SIMULATION, THEORIES,

THE RESULTS OF A CONFERENCE BASED UPON THE "DEVELOPMENT OF CRITERIA OF SUCCESS IN SCHOOL ADMINISTRATION" PROJECT (COOPERATIVE RESEARCH PROJECT, NO. 214) ARE REPORTED. THE ADMINISTRATIVE PERFORMANCE OF ELEMENTARY SCHOOL PRINCIPALS WAS THE MAIN AREA OF CONCERN. THE ACTIVITIES REPORTED INVOLVED STUDY OF THE REPORT AND OBSERVATIONS IN A SIMULATED SITUATION. THE CRITICISMS, RECOMMENDATIONS, AND PRIORITIES OF RESEARCH WORK ARE PRESENTED, INCLUDING A DISCUSSION OF SIMULATION AND MODELS TO BE USED IN BUILDING THEORY. AN ANNOTATED BIBLIOGRAPHY OF MODELS IS CONTAINED IN THE REPORT APPENDIX. (RS)

ED 003 374 24

RESEARCH IN WRITTEN COMPOSITION.
BY- BRADDOCK, RICHARD AND OTHERS
NATIONAL COUNCIL OF TEACHERS OF ENGLISH
REPORT NUMBER CRP-E-004 PUB DATE 63
IOWA UNIV., IOWA CITY
EDRS PRICE MF-$0.27 HC-$5.96 149P.

DESCRIPTORS- *COMPOSITION (LITERARY), *GRAMMAR, *TEACHING METHODS, *WRITING, CHAMPAIGN, COMPOSITION SKILLS (LITERARY), EDUCATIONAL RESEARCH, ILLINOIS, IOWA, IOWA CITY, LEARNING PROCESSES, PARAGRAPH COMPOSITION, RESOURCE GUIDES,

THIS IS THE REPORT OF A COMMITTEE WHICH IDENTIFIED FIVE STUDIES WHICH IN ITS OPINION WERE SOUNDLY BASED UPON CONTROLLED EXPERIMENTATION AND TEXTUAL ANALYSIS. THE FIVE STUDIES ARE BRIEFLY SUMMARIZED AND THE IMPLICATIONS OF EACH FOR THE IMPROVEMENT OF TEACHING ENGLISH COMPOSITION ARE PRESENTED. (JK)

ED 003 375 24

THE CONTRIBUTION OF STRUCTURAL LINGUISTICS TO THE TEACHING OF READING, WRITING, AND GRAMMAR IN THE ELEMENTARY SCHOOL.
BY- STRICKLAND, RUTH G.
INDIANA UNIV., BLOOMINGTON, SCH. OF EDUCATION
REPORT NUMBER CRP-E-005 PUB DATE JAN 64
EDRS PRICE MF-$0.09 HC-$2.04 51P. INDIANA UNIVERSITY, SCHOOL OF EDUCATION, BULL., VOL. 40, NO. 1

DESCRIPTORS- *ELEMENTARY EDUCATION, *GRAMMAR, *LANGUAGE ARTS, *STRUCTURAL ANALYSIS, BLOOMINGTON, EDUCATIONAL RESEARCH, INDIANA, INSTRUCTIONAL IMPROVEMENT, LANGUAGE, LINGUISTICS, PHONETICS, WRITING,

THE PROBLEM OF THIS STUDY WAS TO SEARCH THE WRITINGS OF RECOGNIZED LINGUISTS, PARTICULARLY THE STRUCTURAL LINGUISTS, TO DISCOVER WHAT THEY OFFER WHICH CAN BE APPLIED IN THE ELEMENTARY SCHOOL TO IMPROVE THE TEACHING OF THE READING, WRITING, AND GRAMMAR PORTIONS OF THE LANGUAGE ARTS CURRICULUM. THREE PROJECT CONFERENCES WERE HELD - TWO WITH LINGUISTS AND ONE WITH SUPERVISORS OF SELECTED ELEMENTARY SCHOOL SYSTEMS. IT WAS CONCLUDED THAT FEW OF THE LINGUISTS HAVE GIVEN SPECIFIC ATTENTION TO THE NEEDS OF THE ELEMENTARY LEVEL, YET IN THEIR OFFERINGS ARE IDEAS WHICH APPEAR APPLICABLE. THOSE WHICH SEEMED MOST PROMISING ARE INCLUDED IN THIS REPORT. AREAS IN WHICH THE HELP OF LINGUISTS IS NEEDED ARE PRESENTED. THE REPORT ALSO SUGGESTS SOME SPECIFIC RESEARCH PROBLEMS IN LINGUISTICS AND PROVIDES SELECTED REFERENCES AND ARTICLES WHICH SHOULD BE USEFUL FOR THE ELEMENTARY TEACHER. (JC)

ED 003 376 24

SELF-ACTUALIZATION AND THE UTILIZATION OF TALENT.
BY- FRENCH, JOHN R.P. MILLER, DANIEL R.
MICHIGAN UNIV., ANN ARBOR,INST.FOR SOCIAL RESEARCH
REPORT NUMBER CRP-E-006 PUB DATE 63
EDRS PRICE MF-$0.18 HC-$3.04 76P.

DESCRIPTORS- *MOTIVATION TECHNIQUES, *SELF ACTUALIZATION, *SELF CONCEPT, *SOCIAL PSYCHOLOGY, *TALENT UTILIZATION, ANN ARBOR, HUMAN DEVELOPMENT, MANPOWER DEVELOPMENT, MICHIGAN, PERCEPTUAL DEVELOPMENT, SELF EVALUATION, SOCIAL ATTITUDES, SOCIAL ENVIRONMENT, WORK ATTITUDES,

THIS STUDY ATTEMPTED (1) TO DEVELOP A THEORY OF THE CAUSES AND CONSEQUENCES OF SELF-ACTUALIZATION AS RELATED TO THE UTILIZATION OF TALENT, (2) TO FIT THE THEORY TO EXISTING DATA, AND (3) TO PLAN ONE OR MORE RESEARCH PROJECTS TO TEST THE THEORY. TWO ARTICLES ON IDENTITY AND MOTIVATION AND SELF-ACTUALIZATION AND SELF-IDENTITY THEORY REPORTED THE RESULTS OF THE WORK ON GENERAL THEORY WHICH INVOLVED--(1) SEARCH OF THE LITERATURE AND PRODUCTION OF SUMMARIES OF THE MOST RELEVANT MATERIAL, (2) CONFERENCES, AND (3) MEETINGS OF RESEARCH TEAMS TO REFINE SPECIFIC HYPOTHESES FOR RESEARCH PROPOSALS. IN FITTING THE THEORY TO EXISTING DATA, THE INVESTIGATORS ANALYZED DATA FROM A PILOT PROJECT ON INDUSTRIAL SUPERVISORS AND ANOTHER PILOT PROJECT ON METHODS OF TRAINING SELF-IDENTITY AND SELF-ACTUALIZATION. THE MAJOR FINDINGS SUPPORTED THE HYPOTHESIS THAT INCREASES IN COMMUNICATED OBJECTIVE PUBLIC IDENTITY WILL PRODUCE INCREASING CHANGES IN SELF-IDENTITY. FOUR PROPOSED RESEARCH PROJECTS WERE DESCRIBED--(1) STUDY OF THE EFFECT WHICH THE FIT BETWEEN A MAN AND HIS JOB MAY HAVE ON SELECTED ASPECTS OF HIS HEALTH, (2) STUDY OF RELATIONSHIPS BETWEEN OVERLOAD AND UNDER-UTILIZATION, HEALTH AND HEALTH BEHAVIOR, AND SERUM URIC ACID IN 120 MEN FROM LOWER MANAGERIAL POSITIONS, (3) STUDY OF RELATIONSHIPS BETWEEN TRAINEE FACTORS AND SUCCESSFUL UTILIZATION OF TRAINING ON THE JOB TO ASSIST IN EVALUATION OF TRAINING PROGRAMS, AND (4) STUDY OF THE LEVEL OF CHANGE IN A TRAINING GROUP AND ITS LATER APPLICATION IN THE ORGANIZATION. (JM)

ED 003 377 24

CREATIVE THINKING IN ART STUDENTS--AN EXPLORATORY STUDY.
BY- GETZELS, JACOB W. CSIKSZENTMIHALYI, MIHALY
CHICAGO UNIV.
REPORT NUMBER CRP-E-008 PUB DATE 64
EDRS PRICE MF-$0.36 HC-$8.44 211P.

DESCRIPTORS- *ART EDUCATION, *BIBLIOGRAPHY, *COLLEGE STUDENTS, *CREATIVITY RESEARCH, *FINE ARTS, CHICAGO, COGNITIVE PROCESSES, CREATIVITY, ILLINOIS, PERCEPTION, VALUES,

THE OBJECTIVES OF THIS STUDY WERE (1) TO TAKE BIBLIOGRAPHIC INVENTORY OF RESEARCH CONCEPTS AND METHODS IN CREATIVITY AND THE ARTS, (2) TO TEST A NUMBER OF THE CONCEPTS AND METHODS IN AN EXPLORATORY EMPIRICAL INVESTIGATION OF THE THOUGHT PROCESSES AND PERSONALITY CHARACTERISTICS OF ART STUDENTS, AND (3) TO FORMULATE A NUMBER OF ISSUES, CONCEPTS, AND TECHNIQUES AT LEAST POTENTIALLY CAPABLE OF STIMULATING AND GUIDING FURTHER SYSTEMATIC INQUIRY. THE STUDY REPORT PRESENTED A BIBLIOGRAPHY OF 150 JOURNAL ARTICLES AND BOOKS WITH A CROSS-INDEX ORGANIZED IN 6 CATEGORIES. THE IMPLICATIONS OF THIS LITERATURE WERE DISCUSSED WITH RESPECT TO THE COGNITIVE AND PERCEPTUAL PROCESSES, THE EARLY EXPERIENCES, THE SOCIOCULTURAL ENVIRONMENT, AND THE MOTIVATIONS OF THE ARTIST. OF 321 SECOND- AND THIRD-YEAR STUDENTS AT A DEGREE-GRANTING ART SCHOOL, 266 TOOK THE FIRST BATTERY AND 179 COMPLETED ALL 3 BATTERIES OF 18 COGNITIVE, PERCEPTUAL, AND PERSONALITY INSTRUMENTS AS WELL AS A BIOGRAPHICAL DATA QUESTIONNAIRE. MAJOR FINDINGS FROM DATA ANALYSIS WERE PRESENTED FOR (1) COMPARISON OF ART STUDENTS WITH AVAILABLE NORMS FOR VALUES, PERSONALITY, COGNITION, AND PERCEPTION, (2) COMPARISON OF ART STUDENTS IN DIFFERENT FIELDS OF SPECIALIZATION, (3) RELATIONSHIPS AMONG VARIOUS CRITERIA OF CREATIVITY, AND (4) COMPARISON OF "HIGH" AND "LOW" ACHIEVING ART STUDENTS. AMONG THE VALUES DIFFERENTIATING ART STUDENTS FROM OTHER STUDENTS WERE (1) VERY HIGH AESTHETIC VALUES, BUT VERY LOW ECONOMIC AND SOCIAL VALUES AND (2) GREAT COMMITMENT TO A SINGLE DOMINANT VALUE. IMPLICATIONS FOR FURTHER RESEARCH INCLUDED THE SUGGESTION THAT IT MIGHT BE FRUITFUL TO VIEW CREATIVITY AS COMPOSED TO TWO INTERLOCKING PROCESSES--(1) A GENERAL PROCESS UNDERLYING ALL TYPES OF CREATIVE ENDEAVOR AND (2) A SPECIFIC PROCESS RELEVANT TO A PARTICULAR FIELD OF ENDEAVOR. (JM)

ED 003 378 24

RELATING ADULT EDUCATION TO OTHER DISCIPLINES.
BY- KREITLOW, BURTON W.
WISCONSIN UNIV., MADISON
REPORT NUMBER CRP-E-012 PUB DATE 64
EDRS PRICE MF-$0.18 HC-$4.60 115P.

DESCRIPTORS- *ADULT EDUCATION, *CORE CURRICULUM, *EDUCATIONAL RESEARCH, *PSYCHOLOGY, *SOCIOLOGY, COMMUNICATION (THOUGHT TRANSFER), HUMAN RELATIONS, MADISON, RESEARCH OPPORTUNITIES, SOCIAL WORK, SOCIOCULTURAL PATTERNS, WISCONSIN,

REPRESENTATIVE CONCEPTS AND HIGHLIGHTS FROM RESEARCH LITERATURE WERE SUMMARIZED AND INTEGRATED DURING THIS PROJECT, INVOLVING (1) REVIEW AND INTEGRATION OF RECENT, RELEVANT RESEARCH IN ADULT EDUCATION, (2) REVIEW OF RECENT RESEARCH IN RELATED DISCIPLINES AND APPLIED FIELDS, (3) INTERVIEWS OF LEADING PERSONS IN THESE DISCIPLINES AND APPLIED FIELDS, (4) REVIEW OF THE WRITINGS OF PROFESSORS OF ADULT EDUCATION, AND (5) SYNTHESIS OF RECOMMENDATIONS EMERGING FROM A WORK CONFERENCE IN WHICH LEADING ADULT EDUCATORS APPRAISED AND CRITICIZED A PRELIMINARY REPORT OF NEEDED RESEARCH. THE STUDY (1) DEVELOPED A STRUCTURE WITHIN WHICH RESEARCH RELATED TO ADULT EDUCATION COULD BE IDENTIFIED AND (2) IDENTIFIED RESEARCH NEEDS OF THE FIELD IN RELATION TO THAT STRUCTURE. IT WAS FOUND SUBSTANTIAL RESEARCH CONTRIBUTIONS COULD BE OBTAINED FROM THE DISCIPLINES OF SOCIOLOGY AND PSYCHOLOGY. THE APPLIED FIELDS OF COMMUNICATIONS, HUMAN RELATIONSHIPS, AND SOCIAL WORK WERE FOUND TO HAVE IMPORTANT ROLES ALSO. NEEDED RESEARCH WAS IDENTIFIED IN THREE INTERRELATED CATEGORIES OF APPLICATION--(1) THE ADULT AS AN INDIVIDUAL AND A LEARNER, (2) THE ADULT RESPONSE TO SOCIOCULTURAL PHENOMENA, AND (3) THE ADULT EDUCATION ENTERPRISE. (JM)

ED 003 379 24

APPLICATIONS IN EDUCATION.
BY- COOK, DESMOND L.
OHIO STATE UNIV., COLUMBUS, COLLEGE OF EDUCATION
REPORT NUMBER CRP-E-019 PUB DATE 65
EDRS PRICE MF-$0.27 HC-$7.24 181P.

DESCRIPTORS- *CRITICAL PATH METHOD, *MANAGEMENT, *PROGRAM ADMINISTRATION, *PROGRAM PLANNING, *SYSTEMS CONCEPTS, COLUMBUS, OHIO, PROGRAM EVALUATION AND REVIEW TECHNIQUE (PERT), RESEARCH PROJECTS,

THE PROGRAM EVALUATION AND REVIEW TECHNIQUE (PERT) USED IN PROJECT MANAGEMENT WAS DESCRIBED FOR THE EDUCATIONAL RESEARCH AND DEVELOPMENT COMMUNITY. THE MANAGEMENT PROCESS IN EDUCATIONAL RESEARCH AND DEVELOPMENT WAS REVIEWED, AND THE NEED FOR NEW TECHNIQUES WAS IDENTIFIED. THE BASIC CONCEPTS, TECHNIQUES, AND METHODS OF PERT WERE COVERED UNDER (1) BREAKDOWN OF WORK STRUCTURE, (2) NETWORK DEVELOPMENT, (3) ACTIVITY TIME ESTIMATION, (4) NETWORK TIME CALCULATIONS, (5) PROBABILITY ASPECTS OF PERT, (6) REPLANNING OF THE PROJECT, AND (6) PERT/COST INTRODUCTION. POSSIBLE APPLICATIONS OF PERT TO VARIOUS TYPES OF EDUCATIONAL RESEARCH AND DEVELOPMENT ACTIVITIES INCLUDED ILLUSTRATIONS OF MODEL WORK BREAKDOWN STRUCTURES AND NETWORKS FOR EACH APPLICATION. PRACTICAL CONSIDERATION AS TO THE ACTUAL IMPLEMENTATION OF PERT ON A PROJECT WAS ALSO PROVIDED. (JM)

ED 003 380 24

AN EDUCATIONAL THEORY MODEL--(SIGGS), AN INTEGRATION OF SET THEORY, INFORMATION THEORY, AND GRAPH THEORY WITH GENERAL SYSTEMS THEORY.
BY- MACCIA, ELIZABETH S. AND OTHERS
OHIO STATE UNIV., COLUMBUS, BUR.EDUC.RES.AND SER.
REPORT NUMBER CRP-E-022 PUB DATE 66
REPORT NUMBER PAPER-65-187
EDRS PRICE MF-$0.09 HC-$1.40 35P.

DESCRIPTORS- *EDUCATIONAL THEORIES, *INFORMATION THEORY, *SET THEORY, *THEORIES, COLUMBUS, MATHEMATICAL MODELS, MODELS, OHIO,

AN ANNOTATED BIBLIOGRAPHY OF 20 ITEMS AND A DISCUSSION OF ITS SIGNIFICANCE WAS PRESENTED TO DESCRIBE CURRENT

UTILIZATION OF SUBJECT THEORIES IN THE CONSTRUCTION OF AN EDUCATIONAL THEORY. ALSO, A THEORY MODEL WAS USED TO DEMONSTRATE CONSTRUCTION OF A SCIENTIFIC EDUCATIONAL THEORY. THE THEORY MODEL INCORPORATED SET THEORY (S), INFORMATION THEORY (I), GRAPH THEORY (G), INTO GENERAL SYSTEMS THEORY (GS), AND WAS CALLED THE "SIGGS" THEORY MODEL. THE ILLUSTRATIVE USE OF THE SIGGS THEORY MODEL INCLUDED--(1) MARKING OFF A SCHOOL AS A SYSTEM, (2) SETTING FORTH VARIABLES OF A SCHOOL AS A SYSTEM, AND (3) RELATING THESE VARIABLES THROUGH SCIENTIFIC HYPOTHESES. THE USE OF THE SIGGS THEORY IN DEVELOPING OTHER THEORY WAS DESCRIBED AS BEING RETRODUCTIVE RATHER THAN REDUCTIVE OR DEDUCTIVE. THIS PAPER IS ONE OF A SERIES OF 11 PAPERS WHICH WILL BE PUBLISHED TO DESCRIBE THE SIGGS THEORY AND THE SIGGS THEORY MODEL BEING DEVELOPED UNDER COOPERATIVE RESEARCH PROJECT E-022. (JM)

ED 003 381 24

SURVEY OF THE STATUS OF RESEARCH IN GUIDANCE AND COUNSELING.
BY- KING, WILLIAM B. AND OTHERS
GEORGIA UNIV., ATHENS
REPORT NUMBER CRP-F-1 PUB DATE 61
EDRS PRICE MF-$0.27 HC-$6.24 156P.

DESCRIPTORS- *CONFERENCES, *COUNSELOR TRAINING, *GUIDANCE COUNSELING, ATHENS, GEORGIA, GUIDANCE SERVICES, PROGRAM PLANNING, REGIONAL COOPERATION, REGIONAL PROGRAMS, RESEARCH,

THE FIVE PAPERS CONTAINED IN THIS REPORT WERE PRESENTED AT A CONFERENCE HELD AT THE UNIVERSITY OF GEORGIA, ATHENS, JANUARY 25-27, 1961. THE PRIMARY PURPOSE OF THE CONFERENCE WAS TO EXAMINE THE STATUS OF RESEARCH IN COUNSELING AND TO STIMULATE INTEREST IN PLANNING AND IMPLEMENTATION OF NEW PROGRAMS OF RESEARCH. RESEARCH ON COUNSELOR TRAINING PROGRAMS IS LIMITED BY CERTIFICATION REQUIREMENTS AND SIMILARITY OF PROGRAMS. IT IS SUGGESTED THAT REGIONAL CENTERS MIGHT BE SET UP COMBINING TRAINING AND RESEARCH WHERE DIFFERENT SITUATIONS ARE AVAILABLE FOR TRYOUT. (LP)

ED 003 382 24

RESEARCH IN EDUCATIONAL ADMINISTRATION.
BY- HENCLEY, STEPHEN P.
UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION
REPORT NUMBER CRP-F-2 PUB DATE JAN 62
EDRS PRICE MF-$0.45 HC-$11.48 287P.

DESCRIPTORS- *ADMINISTRATIVE PROBLEMS, *DECISION MAKING SKILLS, *SCHOOL ADMINISTRATION, ADMINISTRATOR ROLE, COLLEGE ADMINISTRATION, COLUMBUS, FUNDAMENTAL CONCEPTS, MODELS, OHIO, SEMINARS, THEORIES,

THE UNIVERSITY COUNCIL FOR EDUCATIONAL ADMINISTRATION PRESENTED THREE SEMINARS IN 1961 FOR PROFESSORS OF SCHOOL ADMINISTRATION. THE AIM WAS TO ENCOURAGE A MORE SYSTEMATIC USE OF CONCEPTS AND THEORIES IN RESEARCH ON SCHOOL ADMINISTRATION. THIS REPORT PRESENTED 22 PAPERS WHICH WERE PRODUCTS OF THE SEMINARS. THE PAPERS WERE GROUPED UNDER--(1) SOCIAL AND INSTITUTIONAL FACTORS AFFECTING RESEARCH, (2) CONCEPTS, THEORIES, AND MODELS IN RESEARCH, (3) METHODOLOGICAL CONSIDERATIONS, AND (4) RECRUITMENT AND DEVELOPMENT OF EDUCATIONAL ADMINISTRATORS. THE PAPERS REPRESENTED CRITICAL THINKING ABOUT SOME IMPORTANT QUESTIONS RELATED TO THE ATTAINMENT OF SUPERIOR BASIC RESEARCH ON SCHOOL ADMINISTRATION. (JM)

ED 003 383 24

CHANGES IN CONCEPTS DURING AN INTRODUCTORY COURSE IN EDUCATION.
BY- BOLTON, DALE L.
WASHINGTON UNIV., SEATTLE
REPORT NUMBER CRP-2619 PUB DATE 65
EDRS PRICE MF-$0.27 HC-$5.28 132P.

DESCRIPTORS- *CHANGING ATTITUDES, *MEASUREMENT INSTRUMENTS, *SEMANTICS, *STUDENT ATTITUDES, *TEACHER EDUCATION, COLLEGE STUDENTS, SEATTLE, SEMANTIC DIFFERENTIATION, TEACHER BACKGROUND, WASHINGTON,

A STUDY WAS CONDUCTED TO LEARN MORE ABOUT THE GENERAL CONCEPTUAL FRAME OF REFERENCE OF THE COLLEGE STUDENT WHO INTENDS TO GO INTO TEACHING, AND PARTICULARLY ABOUT HIS PERCEPTION OF EDUCATIONAL CONCEPTS. THE EXPERIMENTAL GROUP CONSISTED OF 245 STUDENTS ENROLLED IN AN INTRODUCTORY COURSE IN EDUCATION. THE CONTROL GROUP CONSISTED OF 68 STUDENT VOLUNTEERS IN INTRODUCTORY COURSES IN SPEECH AND ENGLISH. A SEMANTIC DIFFERENTIAL WAS DEVISED AND ADMINISTERED TO BOTH GROUPS AT THE BEGINNING AND END OF A QUARTER. THE SEMANTIC DIFFERENTIAL CONSISTED OF BIPOLAR ADJECTIVES FOR DESCRIBING EACH OF 20 CONCEPTS. WEIGHTINGS ATTACHED TO THE VARIOUS ADJECTIVES DETERMINED THE MEANING OF THE CONCEPT TO THE INDIVIDUAL. FACTORAL ANALYSIS IDENTIFIED 3 FACTORS FOR 8 HUMAN CONCEPTS AND 4 FACTORS FOR 12 ABSTRACT CONCEPTS. TWELVE CONCLUSIONS AND IMPLICATIONS RANGED FROM ESTABLISHMENT OF THE SEMANTIC DIFFERENTIAL AS A USEFUL AND RELIABLE TOOL TO DEMONSTRATION THAT BEGINNING STUDENTS IN EDUCATION IDENTIFY CLOSELY WITH THE TEACHING PROFESSION, AS NOTED BY THE SIMILARITY IN MEANING OF THE WORD "MYSELF" AND THE WORD "TEACHER." (JM)

ED 003 384 24

EFFECT OF WRITING FREQUENCY UPON PROFICIENCY IN A COLLEGE FRESHMAN ENGLISH COURSE.
BY- WOLF, MELVIN H. AND OTHERS
MASSACHUSETTS UNIV., AMHERST
REPORT NUMBER CRP-2846 PUB DATE 66
REPORT NUMBER BR-5-0857
EDRS PRICE MF-$0.18 HC-$2.36 59P.

DESCRIPTORS- *COMPOSITION (LITERARY), *ENGLISH CURRICULUM, *ENGLISH INSTRUCTION, *WRITING EXERCISES, *WRITING SKILLS, AMHERST, COLLEGE INSTRUCTION, GRAMMAR, MASSACHUSETTS, RESEARCH METHODOLOGY,

THE PRIMARY OBJECTIVE WAS TO TEST THE HYPOTHESIS THAT WRITING PROFICIENCY IMPROVES AS WRITING FREQUENCY INCREASES. THE SECONDARY OBJECTIVE WAS TO ESTABLISH A CORRELATION BETWEEN GRAMMATICAL AND MECHANICAL ACCURACY AND THE ABILITY TO WRITE WELL. TO THIS END, 6 EXPERIMENTAL COLLEGE FRESHMAN SECTIONS WERE ESTABLISHED, EACH 2 SECTIONS WRITING 20, 8, AND 4 THEMES RESPECTIVELY. ESSAYS FROM DIFFERENT TIME PERIODS WERE GRADED AT THE END OF THE SCHOOL YEAR UPON--(1) CONTENT, (2) ORGANIZATIONS, (3) DEVELOPMENT OF IDEAS, (4) STYLE, AND (5) MECHANICS. WHILE STATISTICAL ANALYSIS OF THE TEST ESSAYS DID NOT SUPPORT THE HYPOTHESIS, BOTH STUDENTS AND TEACHERS TAKING PART IN THE STUDY FELT THERE WAS IMPROVEMENT. ANALYSIS

ON THE BASIS OF OBJECTIVE TESTS DID SHOW, HOWEVER, A SIGNIFICANT CORRELATION BETWEEN MECHANICAL ACCURACY AND THE ABILITY TO WRITE WELL. FURTHER RESEARCH WAS CONSIDERED NECESSARY FOR DEFINITE RESULTS WHICH COULD BE USED IN IMPLEMENTING REFORM OF THE TRADITIONAL COLLEGE COURSE. (PM)

ED 003 385 24

TEACHER-PUPIL INTERACTION IN ELEMENTARY URBAN SCHOOLS.
BY- MORRISON, VIRGINIA B.
WAYNE STATE UNIV., DETROIT, MICH.,COLL. OF EDUC.
REPORT NUMBER CRP-2780 PUB DATE 65
CONTRACT OEC-5-10-222
EDRS PRICE MF-$0.18 HC-$4.16 104P.

DESCRIPTORS- *CLASSROOM ENVIRONMENT, *INTERACTION PROCESS ANALYSIS, *STUDENT CHARACTERISTICS, *STUDENT TEACHER RELATIONSHIP, *TEACHER CHARACTERISTICS, CLASS ACTIVITIES, DETROIT, ELEMENTARY SCHOOL STUDENTS, ELEMENTARY SCHOOL TEACHERS, MICHIGAN, ORGANIZATION, RACIAL DIFFERENCES, SEX DIFFERENCES, TEACHER IMPROVEMENT, URBAN SCHOOLS, VIDEO TAPE RECORDINGS,

AN ATTEMPT WAS MADE TO DESCRIBE THE VARIOUS ELEMENTS OF THE ELEMENTARY CLASSROOM ENVIRONMENT (GRADES K-6) WHICH AFFECT INTERACTIONS BETWEEN TEACHERS AND THEIR PUPILS. MEASUREMENTS OF INTERACTION OCCURRENCES WERE GATHERED WITH RESPECT TO (1) CLASSROOM ACTIVITIES, (2) TEACHING STYLES AND PUPIL RESPONSES, (3) SENSORY EMPHASES, AND (4) USES OF INSTRUCTIONAL MATERIALS AND THE EMOTIONAL CLIMATE OF THE CLASSROOM, USING VIDEO-TAPED OBSERVATIONS OF REGULAR CLASS SESSIONS. THE 96 CLASSROOMS USED FOR THESE OBSERVATIONS WERE SELECTED TO PROVIDE RELATIVELY EVEN DISTRIBUTION AMONG THE FOLLOWING VARIABLES--(1) MALE AND FEMALE TEACHERS, (2) CAUCASIAN AND NEGRO TEACHERS, (3) PREDOMINANTLY NEGRO AND CAUCASIAN PUPIL SAMPLES, (4) SUCH SCHOOL TYPES AS SUBURBAN, MIDCITY, AND INNER CITY, (5) SUCH CLASSROOM ORGANIZATIONAL PLANS AS SELF-CONTAINED, SUBJECT-MATTER, AND SPECIAL CLASSES, (6) REPRESENTATIVE SUBJECT-MATTER AREAS, AND (7) REPRESENTATIVE PUPIL SAMPLING IN ABILITY GROUPINGS, INCLUDING SOME CONSIDERATION FOR PHYSICAL AND EMOTIONAL HANDICAPS. FINDINGS INDICATED THAT THE VARIABLE OF CLASSROOM ORGANIZATION SIGNIFICANTLY AFFECTED TEACHER INTERACTIONS WITH PUPILS. RACIAL AND SEX DIFFERENCES, AS WELL AS SAMPLE GROUPINGS INTO SOCIOECONOMIC-GEOGRAPHICAL CLASSIFICATIONS, DID NOT APPEAR TO HAVE SIGNIFICANT INFLUENCE ON THESE INTERACTIONS. IT WAS SUGGESTED THAT IN FUTURE STUDIES IN THIS FIELD ATTENTION BE FOCUSED PRIMARILY ON ORGANIZATIONAL PLANS, IMPLEMENTATION OF "QUALITY TEACHING," AND TEACHER PREPARATION PROGRAMS. (JH)

ED 003 386 24

THE EFFECTIVENESS OF ADJUNCT AUTO-INSTRUCTION.
BY- KINZER, JOHN R. WORCESTER, DEAN A.
ARIZONA UNIV., TUCSON
REPORT NUMBER CRP-2761 PUB DATE 65
EDRS PRICE MF-$0.27 HC-$6.08 152P.

DESCRIPTORS- *AUTOINSTRUCTIONAL METHODS, *AUTOINSTRUCTIONAL PROGRAMS, *FEEDBACK, *LEARNING PROCESSES, *TESTING PROGRAMS, ALGEBRA, ARIZONA, AUTOINSTRUCTIONAL AIDS, COLLEGE INSTRUCTION, COMPARATIVE ANALYSIS, EDUCATIONAL PSYCHOLOGY, EFFECTIVE TEACHING, EXPERIMENTAL PROGRAMS, GENERAL SCIENCE, INSTRUCTIONAL IMPROVEMENT, LEARNING THEORIES, PROGRAMED INSTRUCTION, SECONDARY EDUCATION, TUCSON,

THE QUESTION OF PRIMARY CONCERN IN FOUR STUDIES WAS IMMEDIATE FEEDBACK IN ADJUNCT AUTOINSTRUCTIONAL EXERCISES (LEARNING EXERCISES DEFINED AS THOSE DESIGNED TO TAKE ADVANTAGE OF THE STRUCTURE INHERENT IN SUBJECT MATTER). IN A CONTROLLED SITUATION, DIFFERENT FEEDBACK DELAYS (IMMEDIATE, 1-HOUR DELAY, 2-DAY DELAY, AND 1-WEEK DELAY) WERE TESTED. OTHER OBJECTIVES WERE (1) TO PREPARE AND TEST ADJUNCT AUTOINSTRUCTIONAL EXERCISES IN FOUR COURSES REPRESENTING DIFFERENT SUBJECT MATTER (COMPUTER TECHNIQUES, HIGH SCHOOL ALGEBRA, JUNIOR HIGH SCHOOL GENERAL SCIENCE, AND EDUCATIONAL PSYCHOLOGY) AND AT DIFFERENT GRADE LEVELS, AND (2) TO DETERMINE WHETHER CLASSROOM TEACHERS WITH SUFFICIENT ENCOURAGEMENT CAN DEVELOP ADJUNCT AUTOINSTRUCTIONAL EXERCISES. MATERIALS WERE DEVELOPED FOR USE IN COURSES IN THE FOUR SUBJECT MATTERS. THE WORK WITH THESE COURSES CONSTITUTED FOUR SEPARATE EXPERIMENTAL STUDIES, REPORTED SEPARATELY BECAUSE OF VARIATIONS IN PROCEDURES. SIGNIFICANT DIFFERENCES ON FINAL EXAMINATION SCORES OF PARTICIPATING STUDENTS WERE NOT DEMONSTRATED BETWEEN EXPERIMENTAL GROUPS WHICH RECEIVED IMMEDIATE KNOWLEDGE OF RESULTS AND CONTROL GROUPS WHICH DID NOT RECEIVE SUCH FEEDBACK IN THREE SUBJECTS. SIGNIFICANT DIFFERENCES WERE FOUND ON MIDTERM EXAMINATIONS FOR COMPUTER TECHNIQUES. IN THE COURSE IN EDUCATIONAL PSYCHOLOGY THERE WERE FOUR TREATMENT CONDITIONS. IN NO INSTANCE WAS IMMEDIATE FEEDBACK SUPERIOR TO DELAYED FEEDBACK. TOO FEW TEACHERS WERE INVOLVED IN THE EXPERIMENTS TO GET A DEFINITE ANSWER RELATIVE TO TEACHERS PREPARING ADJUNCT AUTOINSTRUCTIONAL EXERCISES. (REFER TO ACCESSION NUMBER ED 003 336 FOR INFORMATION ON AN EARLIER STUDY OF ADJUNCT AUTOINSTRUCTION.) (JC)

ED 003 387 24

FIRST GRADE READING INSTRUCTION USING A DIACRITICAL MARKING SYSTEM, THE INITIAL TEACHING ALPHABET AND A BASAL READING SYSTEM.
BY- FRY, EDWARD BERNARD
RUTGERS, THE STATE UNIV., NEW BRUNSWICK, N.J.
REPORT NUMBER CRP-2745 PUB DATE 65
EDRS PRICE MF-$0.18 HC-$3.88 97P.

DESCRIPTORS- *ACHIEVEMENT, *BASIC READING, *DIACRITICAL MARKING, *GRADE 1, *ITA, *READING, NEW BRUNSWICK, NEW JERSEY, ORTHOGRAPHIC SYMBOLS, PHONETICS, PHONICS,

AN INVESTIGATION OF TWO INSTRUCTIONAL METHODS FOR BEGINNING READERS WHICH OFFER PHONETIC REGULARITY WAS CONDUCTED AND THE EFFECTIVENESS OF EACH WAS THEN COMPARED TO A MORE TRADITIONAL READING APPROACH. THREE METHODS STUDIED AND COMPARED WERE (1) THE INITIAL TEACHING ALPHABET (ITA), (2) THE DIACRITICAL MARKING SYSTEM (DMS), AND (3) A BASAL APPROACH WITH TRADITIONAL ORTHOGRAPHY (T.O.) OVER 20 FIRST-GRADE CLASSROOMS FROM 3 MIDDLE-CLASS, SUBURBAN SCHOOL DISTRICTS WERE SELECTED FOR STUDY. PARTICIPATING TEACHERS WERE VOLUNTEERS AND WERE ASSIGNED TO METHOD GROUPS BY LOT. CHILDREN RECEIVED CLASSROOM ASSIGNMENTS BY NORMAL PROCEDURES. PRE- AND POST-TESTS WERE SELECTED BY CONSULTANTS AND ADMINISTERED TO THE THREE METHOD GROUPS. PRETESTING OBTAINED MEASURES OF INTELLIGENCE AND READING READINESS. POST-TESTING WAS ACCOMPLISHED, PRIMARILY, THROUGH THE USE OF THE "STANFORD ACHIEVEMENT TEST" AND THE "GILMORE ORAL READING TEST."

INSTRUCTION WAS CONDUCTED FOR 140 DAYS, USING EACH OF THE THREE METHODS IN SELECTED CLASSES. THE ITA GROUP USED THE "EARLY TO READ SERIES," THE TRADITIONAL ORTHOGRAPHY GROUP USED "SHELDON BASAL READERS," AND THE DMS GROUP USED SHELDON READERS PREPARED WITH DIACRITICAL MARKS. THE MAJOR STATISTICAL PROCEDURE WAS ANALYSIS OF VARIANCE BETWEEN GROUP MEANS, USING CLASSROOMS AS UNITS. RESULTS INDICATED (1) THERE WERE NO DIFFERENCES IN READING ACHIEVEMENT AT THE END OF 1 YEAR OF INSTRUCTION FOR ANY OF THE THREE METHODS, (2) NO METHOD WAS BETTER FOR BOYS THAN GIRLS, (3) NO METHOD WAS BETTER FOR YOUNGER FIRST-GRADERS THAN OLDER FIRST-GRADERS, (4) MEAN VARIATIONS BETWEEN CLASSROOMS WERE GREATER THAN THOSE BETWEEN METHODS, (5) THERE WERE NO SPELLING ABILITY DIFFERENCES (ITA PUPILS WERE ALLOWED TO SPELL IN ITA), (6) THE BEST PREDICTOR FOR READING ACHIEVEMENT WAS RAW SCORE ON THE PINTNER-CUNNINGHAM PRIMARY TEST, AND (7) READING READINESS MATERIALS ARE NOT NECESSARY IN THE FIRST-GRADE INSTRUCTIONAL SETTING. (HB)

ED 003 388 24

THE INVESTIGATION OF A METHOD FOR THE DISSEMINATION OF EDUCATIONAL RESEARCH FINDINGS TO PRACTITIONERS.
BY- DONLEY, DONALD T. AND OTHERS
STATE UNIV. OF N.Y., ALBANY
REPORT NUMBER CRP-B-13 PUB DATE 65
REPORT NUMBER BR-5-0283
CONTRACT OEC-SAE-8429
EDRS PRICE MF-$0.18 HC-$2.88 72P.

DESCRIPTORS- *EDUCATIONAL RESEARCH, *EVALUATION METHODS, *INFORMATION DISSEMINATION, *METHODS RESEARCH, *RESOURCE MATERIALS, ALBANY, DOCUMENTATION, EDUCATIONAL IMPROVEMENT, NEW YORK, QUESTIONNAIRES,

THE RESOURCES AND ACTIVITIES OF A STUDY COUNCIL ON THE PROBLEM OF MORE EFFECTIVE DISSEMINATION OF EDUCATIONAL RESEARCH FINDINGS WERE REPORTED. THE CAPITAL AREA SCHOOL DEVELOPMENT ASSOCIATION IN ALBANY, NEW YORK, SURVEYED SCHOOL SYSTEMS TO DETERMINE THEIR MAJOR PROBLEMS AND INTERESTS FOR STUDY AND RESEARCH. MEETINGS WERE HELD TO PLAN PROCEDURES FOR INFORMATION DISSEMINATION. SOURCES OF RESEARCH, FACILITIES, AND STAFF WERE SELECTED. THE PROGRAM PATTERN WAS THAT OF ORGANIZING CONFERENCES, INSERVICE TRAINING, STUDY TEAMS, AND CONSULTANT SERVICES. THIS REPORT WAS A CASE STUDY OF AN EVOLVING PROJECT. EVALUATION WAS MADE BY STAFF OBSERVATIONS OF CHANGE THROUGH A PROGRAM OF VISITS, INTERVIEWS, AND QUESTIONNAIRES. THE DESCRIPTIONS OF THE OUTCOMES AND CONCLUSIONS WERE REPORTED IN TWO SEGMENTS, ONE FOR EACH YEAR OF PROJECT OPERATION. CAREFUL REVIEW OF THE RESULTS LED TO THE INDICATION THAT DISSEMINATION CAN BE MADE AN EFFECTIVE DEVICE FOR IMPROVING EDUCATION. A NUMBER OF RECOMMENDATIONS WERE PRESENTED ON THE SUCCESSES, FAILURES, AND PROBLEMS OF THE 2-YEAR PROJECT. (RS)

ED 003 389 24

EXPLORATION OF NOVEL RESEARCH DESIGNS AND MEASUREMENT TECHNIQUES.
BY- CAMPBELL, DONALD T.
NORTHWESTERN UNIV., EVANSTON, ILL.
REPORT NUMBER CRP-C-998 PUB DATE 65
CONTRACT OEC-3-20-001
EDRS PRICE MF-$1.62 HC-$44.80 1120P.

DESCRIPTORS- *DATA COLLECTION, *EDUCATIONAL RESEARCH, *MEASUREMENT TECHNIQUES, *MEDIA RESEARCH, *RESEARCH METHODOLOGY, *SOCIAL SCIENCES, EVALUATION, EVANSTON, EXPERIMENTAL PROGRAMS, ILLINOIS, RESEARCH PROJECTS,

THE GOAL OF THIS PROJECT WAS AN EXPLORATION OF NOVEL RESEARCH DESIGNS AND MEASUREMENT TECHNIQUES SUITABLE FOR EMPLOYMENT IN MEDIA RESEARCH, EDUCATIONAL RESEARCH, OR IN SOCIAL SCIENCES. TWENTY-THREE RESEARCH REPORTS, TOGETHER WITH A COVERING MEMORANDUM, PROVIDED THE SUBSTANCE OF THE TECHNICAL REPORT. THE MEMORANDUM INCLUDED THE RATIONALE FOR THE DIRECTION OF THE PROGRAM ON QUASI-EXPERIMENTAL DESIGN AND AN ANNOTATED BIBLIOGRAPHY WHICH SERVED BOTH AS THE INTRODUCTION TO THE REPORT AND AS A TABLE OF CONTENTS. (HB)

ED 003 390 24

A FIELD DEMONSTRATION OF THE EFFECTIVENESS AND FEASIBILITY OF EARLY ADMISSION TO SCHOOL FOR MENTALLY ADVANCED CHILDREN.
BY- BIRCH, JACK W. AND OTHERS
PITTSBURGH UNIV., PA., SCHOOL OF EDUCATION
REPORT NUMBER CRP-D-010 PUB DATE DEC 65
CONTRACT OEC-2-10-074
EDRS PRICE MF-$0.36 HC-$8.56 214P.

DESCRIPTORS- *DEMONSTRATION PROGRAMS, *EARLY ADMISSION, *ELEMENTARY SCHOOLS, *GIFTED, *INNOVATION, *SCHOOL COMMUNITY RELATIONSHIP, DEMONSTRATIONS (EDUCATIONAL), ELEMENTARY SCHOOL STUDENTS, ELEMENTARY SCHOOL TEACHERS, PENNSYLVANIA, PITTSBURGH, WARREN,

A 4-YEAR STUDY DEMONSTRATED THE FEASIBILITY AND EFFECTIVENESS OF EARLY ADMISSION TO SCHOOL FOR MENTALLY ADVANCED CHILDREN. APPROXIMATELY 800 CHILDREN WERE SCREENED TO LOCATE THE 36 CHILDREN WHO ENTERED KINDERGARTEN BEFORE THE USUAL TIME. CRITERIA FOR EARLY ADMISSION INCLUDED AN INTELLIGENCE QUOTIENT APPROXIMATELY 130 OR HIGHER, SOCIAL MATURITY AT LEAST 1 YEAR ADVANCED, ABSENCE OF HEALTH PROBLEMS, SATISFACTORY EMOTIONAL DEVELOPMENT, APPROVAL BY KINDERGARTEN TEACHERS AFTER OBSERVATION OF A KINDERGARTEN VISIT, AND PARENTAL APPROVAL. DATA WERE COLLECTED ON ATTITUDES, COSTS, MODIFICATIONS REQUIRED IN ACTIVITIES OF PROFESSIONAL STAFF, AND ON ACHIEVEMENT OF PUPILS. CHILDREN ADMITTED EARLY TO SCHOOL ON THE BASES OF MENTAL, PHYSICAL, SOCIAL, AND EMOTIONAL READINESS DID AS WELL IN ACADEMIC WORK AS THEIR OLDER CLASSMATES OF LIKE ABILITY IN KINDERGARTEN, FIRST, AND SECOND GRADES. ON SOCIOMETRIC MEASURES THERE WAS NO EVIDENT DIFFERENCE BETWEEN EARLY-ADMITTED CHILDREN AND OTHERS. THE PROCESS OF DEMONSTRATION WAS ANALYZED IN TERMS OF INNOVATION AND CHANGE. INFORMATION ABOUT THE DEMONSTRATION WAS DISSEMINATED WIDELY THROUGH PUBLIC INFORMATION MEDIA. (JM)

ED 003 391 24

THE USE OF ELECTRONIC COMPUTERS TO IMPROVE INDIVIDUALIZATION OF INSTRUCTION THROUGH UNIT TEACHING.
BY- HARNACK, ROBERT S.
STATE UNIV. OF N.Y., BUFFALO
REPORT NUMBER CRP-D-112 PUB DATE 65
EDRS PRICE MF-$0.27 HC-$5.36 134P.

DESCRIPTORS- *COMPUTER PROGRAMS, *COMPUTERS, *INSTRUCTIONAL TECHNOLOGY, BUFFALO, NEW YORK, PROGRAMING, UNIT OF STUDY

(SUBJECT FIELD), UNIT PLAN,

THE PRIMARY GOAL WAS TO INVESTIGATE THE USE OF COMPUTERS TO HELP ELEMENTARY AND SECONDARY SCHOOL TEACHERS IN THEIR PREPLANNING OF LARGE, SMALL, AND INDIVIDUAL TEACHING-LEARNING SITUATIONS WITHIN THE CONTEXT OF UNIT TEACHING. THE PROCEDURES PLACED MAJOR EMPHASIS ON THREE OPERATIONAL ACTIVITIES--(1) IDENTIFICATION OF RESOURCE UNIT TOPICS AND THE DEVELOPMENT OF RESOURCE UNITS, (2) THE CODING AND CATEGORIZATION OF RESOURCES, AND (3) PROGRAMING THE ELECTRONIC DATA PROCESSING EQUIPMENT TO PRODUCE A PRINTED RESOURCE GUIDE. USING OBJECTIVES AS A BASE EACH ITEM IN THE RESOURCE UNIT WAS REVIEWED BY AN EXPERIENCED TEACHER TO RELATE OBJECTIVES TO TOPICAL UNITS. ALSO RECEIVED WERE THE TEACHER DEPENDABILITIES, NEEDS, INTERESTS, AND CHARACTERISTICS OF THE LEARNER GROUP. THE PRODUCT, THE RESOURCE GUIDE, PROVIDED TWO SECTIONS--(1) AN OUTLINE OF SUBJECT MATTER, LARGE AND SMALL GROUP ACTIVITIES AND MEASURING DEVICES AS THEY RELATED TO THE OBJECTIVES PREVIOUSLY CHOSEN, (2) SUGGESTIONS TO THE TEACHER FOR INDIVIDUAL ACTIVITY AND INSTRUCTION MATERIAL RELATED TO SPECIFIC LEARNING OUTCOMES. RESULTS POSITIVELY INDICATED THAT A RESOURCE UNIT CAN BE PROGRAMED FOR AN ELECTRONIC COMPUTER AND THAT SPECIFIC SUGGESTIONS FOR OBJECTIVES AND THE INDIVIDUAL VARIABLES CAN BE RETRIEVED. (HB)

ED 003 392 24

DEVELOPMENT OF A NATIONAL REGISTER OF EDUCATIONAL RESEARCHERS.
BY- BARGAR, ROBERT AND OTHERS
OHIO STATE UNIV., COLUMBUS, RESEARCH FOUNDATION
REPORT NUMBER CRP-E-014 PUB DATE DEC 65
EDRS PRICE MF-$0.27 HC-$5.96 149P.

DESCRIPTORS- *EDUCATIONAL RESEARCH, *INDEXES (LOCATORS), *RESEARCHERS, COLUMBUS, OHIO, PERSONNEL, QUESTIONNAIRES, REFERENCE BOOKS, RESEARCH SKILLS,

THE PRIMARY PURPOSE OF THE STUDY WAS THE DEVELOPMENT OF A NATIONAL REGISTER OF EDUCATIONAL RESEARCHERS. THE OBJECTIVES WERE (1) TO IDENTIFY THE POPULATION OF EDUCATIONAL RESEARCHERS IN THE UNITED STATES, (2) TO OBTAIN INFORMATION FROM THESE INDIVIDUALS ON THEIR PERSONAL LIFE, EDUCATIONAL HISTORY, PROFESSIONAL IDENTIFICATION, PROFESSIONAL EMPLOYMENT, RESEARCH AREAS, AND (3) TO PROCESS THE INFORMATION SO AS TO PERMIT A MULTIPLICITY OF USE. THE MAJOR PROCEDURAL STEPS WILL (1) DEVELOP A LIST OF 17,000 NAMES AND ADDRESSES OF EDUCATIONAL PERSONNEL USING PUBLISHED SOURCES AND DIRECT CONTACTS WITH RESEARCH ORGANIZATIONS, (2) DEVELOP A QUESTIONNAIRE AND NECESSARY ACCOMPANYING MATERIALS, (3) CIRCULATE 12,000 COPIES OF THE QUESTIONNAIRE, (4) SELECT THOSE INDIVIDUALS TO BE INCLUDED IN THE REGISTER, AND (5) PROCESS AND ANALYZE DATA FROM THE QUESTIONNAIRE. THE "PHI DELTA KAPPAN" WILL INCLUDE THE FIRST RESULTS OF THE STUDY. (HB)

ED 003 393 24

AN INVESTIGATION INTO THE UTILIZATION OF GEOGRAPHY AND HISTORY AS INTEGRATING DISCIPLINES FOR SOCIAL STUDIES CURRICULAR DEVELOPMENT IN A PUBLIC SCHOOL SYSTEM.
BY- SHINN, RIDGWAY F., JR.
RHODE ISLAND COLLEGE, PROVIDENCE
REPORT NUMBER CRP-E-028 PUB DATE 65
EDRS PRICE MF-$0.18 HC-$4.08 102P.

DESCRIPTORS- *CURRICULUM DEVELOPMENT, *GEOGRAPHY, *HISTORY, *INSTRUCTIONAL MATERIALS, *MATERIAL DEVELOPMENT, *METHODOLOGY, *SOCIAL STUDIES, COMPREHENSION DEVELOPMENT, INSTRUCTIONAL IMPROVEMENT, INSTRUCTIONAL INNOVATION, IOWA WORK STUDY SKILLS, PROVIDENCE, RHODE ISLAND, SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS, SOCIAL SCIENCES, VOCABULARY DEVELOPMENT,

TO ORGANIZE A NEW CURRICULUM FOR THE STUDY OF SOCIAL SCIENCES A 1-YEAR PROGRAM WAS INSTITUTED TO STUDY THE EFFECTS OF AN INTEGRATED HISTORICAL-GEOGRAPHICAL APPROACH. GROUPS AT THE FOURTH-, SIXTH-, AND EIGHTH-GRADE LEVELS WERE USED. THE OBJECTIVE DATA WERE GATHERED FROM THE IOWA WORK STUDY SKILLS AND THE SEQUENTIAL TESTS OF EDUCATIONAL PROGRESS, INFORMAL DATA COMING FROM STUDENTS AND TEACHERS. ANALYSIS OF THE OBJECTIVE DATA INDICATED THAT IT WAS POSSIBLE TO PROVIDE A CURRICULUM WITHIN WHICH CONCEPTS OF REGION, CULTURE, AND CIVILIZATION WERE AS EFFECTIVE AS THE TRADITIONAL APPROACH. ANALYSIS OF THE INFORMAL DATA SHOWED INCREASED ENTHUSIASM ON THE PART OF STUDENT AND TEACHER ALIKE. THE PROJECT IMPLIED A NEED FOR DEVELOPING (1) A NEW METHODOLOGY, (2) NEW TEACHING MATERIALS, (3) CLOSER ASSOCIATION WITH INTERESTED INSTITUTIONS OF HIGHER LEARNING, (4) STUDIES OF STUDENT COMPREHENSION, AND (5) A UNIFORM SOCIAL SCIENCES VOCABULARY. TO EFFECT A MORE COMPLETE STUDY AND EVALUATION OF STUDENT DEVELOPMENT A 5-YEAR STUDY WAS RECOMMENDED. (PM)

ED 003 394 24

DEVELOPMENT OF EXPERIMENTAL AUDIOVISUAL DEVICES AND MATERIALS FOR BEGINNING READERS.
BY- GIBSON, CHRISTINE M. RICHARDS, I.A.
HARVARD UNIV., CAMBRIDGE, MASS.
REPORT NUMBER CRP-E-033 PUB DATE 65
REPORT NUMBER BR-5-0642

EDRS PRICE MF-$0.18 HC-$3.96 99P.

DESCRIPTORS- *BEGINNING READING, *DEVELOPMENTAL READING, *READING DEVELOPMENT, *READING MATERIALS, *READING RESEARCH, CAMBRIDGE, MASSACHUSETTS, MATERIAL DEVELOPMENT, READING COMPREHENSION, READING INSTRUCTION,

THIS STUDY TESTED THE ARRANGEMENT OF AN INTERRELATED PROGRAM OF PROCEDURES THAT CAN MUTUALLY GENERATE AND NURTURE THE LEARNING PROCESS FOR BEGINNING READING. CLOSE, SYSTEMATIC OBSERVATIONS OF PEOPLE OF VARYING AGES WERE MADE. THE MATERIALS HAD BEEN DESIGNED, FIELD TESTED, AND REFINED BY A LANGUAGE RESEARCH GROUP AT THE HARVARD GRADUATE SCHOOL OF EDUCATION OVER A NUMBER OF YEARS. OF CHIEF IMPORTANCE THROUGH THE WHOLE STUDY HAS BEEN A SEARCH FOR THE MOST EFFECTIVE LEARNING STEPS AND THE DOCUMENTING OF THESE FOR WIDER APPLICATION AND EVALUATION. OBSERVATIONS IN A NUMBER OF CLASSROOM AND LABORATORY SITUATIONS IN LOCAL SCHOOL SYSTEMS AND WITH INDIVIDUAL "SUBJECTS" HAVE BEEN DOCUMENTED AND COMPARED. A GUIDE TO THE USE OF THE MATERIALS AND DEVICES DESCRIBED IN THE REPORT IS PROVIDED, SO THAT BEGINNING READERS MAY HELP THEMSELVES INCREASE THEIR COMPETENCE AS LEARNERS. (LP)

ED 003 395 24

AN ANALYSIS, EVALUATION, AND SELECTION OF CLINICAL USES OF MUSIC IN THERAPY.
BY- GASTON, E. THAYER SCHNEIDER, ERWIN H.
KANSAS UNIV., LAWRENCE
REPORT NUMBER CRP-F-044 PUB DATE 65
EDRS PRICE MF-$0.54 HC-$16.32 408P.

DESCRIPTORS- *MUSIC, *MUSIC TECHNIQUES, *SYMPOSIA, *THERAPEUTIC ENVIRONMENT, *THERAPISTS, KANSAS, LAWRENCE,

A SYMPOSIUM OF MUSIC THERAPISTS WAS HELD IN JUNE 1964 TO PLAN A COMPREHENSIVE RESUME OF RESEARCH AND CLINICAL PRACTICE IN MUSIC THERAPY. FOLLOWING THE SYMPOSIUM, EACH PARTICIPANT SELECTED RESEARCH STUDIES APPROPRIATE TO HIS AREA AND CHOSE CLINICIANS TO PREPARE CLINICAL DESCRIPTIONS AND CASE STUDIES. PAPERS WERE ASSEMBLED BY EACH PARTICIPANT AND FORWARDED TO THE PROJECT DIRECTOR, WHO PREPARED A PRELIMINARY VERSION OF THE RESUME, WHICH WAS SUBMITTED TO THE CONTRIBUTORS FOR COMMENTS AND CRITICISMS. THE FINAL VERSION, CONTAINING NINE CHAPTERS, IS ADDRESSED TO READERS FROM SEVERAL DIFFERENT PROFESSIONS. THE NEED FOR AN ORGANIZED BODY OF MUSIC THERAPY KNOWLEDGE AND A SET OF TESTABLE HYPOTHESES DICTATED THE CONTENT FOR THE VOLUME. (JC)

ED 003 396 24

THE PART-TIME ASSIGNMENT OF WOMEN IN TEACHING.
BY- SAMPSON, JEAN AND OTHERS
MAINE STATE DEPT. OF EDUCATION, AUGUSTA
REPORT NUMBER CRP-2024 PUB DATE 65
EDRS PRICE MF-$0.18 HC-$5.08 127P.

DESCRIPTORS- *PART TIME TEACHERS, *TEACHER QUALIFICATIONS, *TEACHER RECRUITMENT, *TEACHERS, ATTITUDES, AUGUSTA, CERTIFICATION, FEMALES, MAINE, OPINIONS, PART TIME JOBS, PUBLIC SCHOOLS, QUESTIONNAIRES,

A STUDY WAS CONDUCTED WHICH EXPLORE (1) THE EXTENT TO WHICH WOMEN PART-TIME TEACHERS WERE CURRENTLY EMPLOYED IN PUBLIC SCHOOLS, (2) THE FIELDS AND GRADE GROUPS IN WHICH THESE TEACHERS WERE ASSIGNED, (3) THE NECESSARY QUALIFICATIONS, INCLUDING CERTIFICATION, FOR PART-TIME ASSIGNMENTS, (4) THE OPINIONS OF SCHOOL SUPERINTENDENTS, AND (5) THE ATTITUDES OF SUPERINTENDENTS TOWARD THE FUTURE EMPLOYMENT OF PART-TIME TEACHERS. A QUESTIONNAIRE WAS DEVELOPED, TRIED OUT, AND SENT TO A RANDOM SAMPLING OF SCHOOL DISTRICTS WHICH INCLUDED 380 LARGE SYSTEMS IN THE COUNTRY (12,000 PUPILS), 400 MEDIUM-SIZE SYSTEMS (3,000 TO 11,999), AND 400 SMALL SYSTEMS (300 TO 2,999). SIXTY-ONE PERCENT WERE RETURNED. THE SYSTEMS RESPONDING CONSTITUTED 27 PERCENT OF THE NATION'S ELEMENTARY AND SECONDARY SCHOOL POPULATION (41,200,000). THE TYPES OF DATA GATHERED INCLUDED (1) FACTS AND OPINIONS WHICH RELATED TO THE OBJECTIVES OF THE STUDY, (2) NUMBER AND ASSIGNMENTS OF WOMEN PART-TIME TEACHERS, (3) QUALIFICATIONS, (4) EFFECTIVENESS, (5) PROBLEMS INVOLVED IN EMPLOYMENT, AND (6) ATTITUDES OF SCHOOL SUPERINTENDENTS. FINDINGS INDICATED (1) MANY SCHOOLS WERE EMPLOYING PART-TIME TEACHERS, (2) MANY MORE SCHOOLS ARE LIKELY TO EMPLOY PART-TIME TEACHERS IN THE FUTURE, (3) FEWER PROBLEMS WERE CAUSED BY THE EMPLOYMENT OF PART-TIME TEACHERS THAN MIGHT BE EXPECTED, AND (4) MANY QUESTIONS REMAIN UNANSWERED IN AN ASSESSMENT OF THE CONTRIBUTION WHICH PART-TIME TEACHERS CAN MAKE. (HB)

ED 003 397 24

RESEARCH DEVELOPMENT CONFERENCE TO STIMULATE RESEARCH IN GUIDANCE.
BY- LLOYD-JONES, ESTHER WESTERVELT, ESTHER M.
COLUMBIA UNIV., NEW YORK, TEACHERS COLLEGE
REPORT NUMBER CRP-F-008 PUB DATE 63
EDRS PRICE MF-$0.45 HC-$12.36 309P.

DESCRIPTORS- *CONFERENCES, *COUNSELING GOALS, *GUIDANCE COUNSELING, *GUIDANCE PERSONNEL, *GUIDANCE PROGRAMS, COUNSELING SERVICES, COUNSELOR TRAINING, COUNSELORS, GUIDANCE SERVICES, NEW YORK, NEW YORK CITY, RESOURCE MATERIALS,

THIS CONFERENCE WAS THE FIRST STEP IN A 5-YEAR PROJECT FOR UPGRADING THE TRAINING OF GUIDANCE WORKERS THROUGH RESEARCH IN THE FOUNDATIONS OF GUIDANCE IN THE AMERICAN EDUCATIONAL SYSTEM. ONE GOAL OF THIS PROJECT WAS TO OPEN MORE AVENUES OF COMMUNICATION BETWEEN BEHAVIORAL SCIENTISTS FROM THE VARIOUS DISCIPLINES AND COUNSELOR EDUCATORS AND GUIDANCE PRACTITIONERS. ANOTHER GOAL WAS TO STIMULATE THE FLOW, ALONG SUCH NEWLY OPENED AVENUES, OF THE QUESTIONS AND ANSWERS WHICH ARE THE RAW MATERIALS OF A STRONGER BRIDGE BETWEEN SCIENTIFIC KNOWLEDGE AND ITS APPLICATIONS IN GUIDANCE PRACTICE. SUBJECTS OF CONFERENCE PAPERS INCLUDED (1) FREEDOM, RESPONSIBILITY, AND THE HELPING RELATIONSHIP, (2) SOME IMPLICATIONS OF RESEARCH IN PERSONALITY DEVELOPMENT FOR COUNSELOR EDUCATION, (3) SOME IMPLICATIONS OF ANTHROPOLOGICAL THEORY AND RESEARCH FOR COUNSELOR EDUCATION, AND (4) A TENTATIVE TAXONOMY APPLIED TO EDUCATION. (LP)

ED 003 398 24

CONFERENCE ON NEEDED RESEARCH IN THE TEACHING OF THE SOCIAL STUDIES.
BY- PRICE, ROY A.
SYRACUSE UNIV., N.Y.
REPORT NUMBER CRP-F-014 PUB DATE 63
EDRS PRICE MF-$0.36 HC-$8.68 217P.

DESCRIPTORS- *METHODOLOGY, *RESEARCH COMMITTEES, *SOCIAL STUDIES, CONFERENCES, EDUCATIONAL RESEARCH, ELEMENTARY EDUCATION, INSTRUCTIONAL IMPROVEMENT, NEW YORK, SECONDARY EDUCATION, SYRACUSE,

A CONFERENCE WAS HELD TO IDENTIFY AND STIMULATE EDUCATIONAL RESEARCH IN SOCIAL STUDIES. DURING A 3-DAY PERIOD, SIX FORMAL PAPERS WERE PRESENTED AND DISCUSSED, AND RESEARCH DESIGN SPECIALISTS DISCUSSED THE METHODOLOGICAL DIFFICULTIES INHERENT IN CONDUCTING THE RESEARCH IDENTIFIED. THESE WORKING PAPERS WERE INCLUDED IN THE REPORT. CERTAIN PROBLEM AREAS WERE IDENTIFIED AND OUTLINED IN FIVE GENERAL CATEGORIES--(1) MAJOR EXPECTATIONS, (2) FACTORS OF LEARNING, (3) SUBJECT MATTER, (4) THE CLIMATE OF EDUCATIVE PROCESS FUNCTIONS, AND (5) TEACHER FACTORS. (RS)

ED 003 399 24

AN ANALYSIS AND PROJECTION OF RESEARCH IN TEACHER EDUCATION.
BY- CYPHERT, FREDERICK R. SPAIGHTS, ERNEST
OHIO STATE UNIV., COLUMBUS, RESEARCH FOUNDATION
REPORT NUMBER CRP-F-015 PUB DATE 64
EDRS PRICE MF-$0.45 HC-$12.96 324P.

DESCRIPTORS- *RESEARCH OPPORTUNITIES, *TEACHER EDUCATION, COLUMBUS, CONFERENCES, EDUCATIONAL RESEARCH, OHIO, RESEARCH METHODOLOGY, RESEARCH PROBLEMS,

A CONFERENCE WAS HELD IN COLUMBUS, OHIO, ON MARCH 29 THROUGH APRIL 3, 1964, WHICH WAS DIVIDED INTO 3 PARTS. PART ONE, LASTING 2 DAYS, WAS A REVIEW AND ANALYSIS OF THE EXISTING RECENT RESEARCH IN THE FIELD OF TEACHER EDUCATION AS THAT FIELD HAS BEEN TRADITIONALLY DEPRIVED. PART TWO, LASTING 2 DAYS, ATTEMPTED TO STRETCH THE NORMAL BOUNDS PLACED ON THE DEFINITION OF RESEARCH IN TEACHER EDUCATION. PART THREE, WHICH WAS 1 DAY, CENTERED AROUND ACTIVITIES OF RANDOM SUBGROUPS OF PARTICIPANTS WHOSE TASKS WERE TO DELINEATE ISSUES AND ALTERNATIVES NOT FULLY DEVELOPED IN THE DISCUSSIONS OF THE TOTAL GROUP. SEVERAL REPORTS, COVERING THE ISSUES OF THE CONFERENCE, ARE INCLUDED UNDER THE FOLLOWING HEADINGS--(1) A BRIEF ANNOTATED BIBLIOGRAPHY OF RECENT RESEARCH IN TEACHER EDUCATION, (2) STATUS OF RESEARCH IN TEACHER EDUCATION, AND (3) PROJECTION OF RESEARCH IN TEACHER EDUCATION. (HB)

ED 003 400 24
THE DEVELOPMENT OF A PROGRAMED COURSE OF STUDY IN MANUSCRIPT AND CURSIVE HANDWRITING FOR USE IN TEACHER EDUCATION.
BY- PLATTOR, EMMA E.
ROCHESTER UNIV., NEW YORK, COLL. OF EDUCATION
REPORT NUMBER CRP-S-178 PUB DATE 65
EDRS PRICE MF-$0.27 HC-$7.40 185P.

DESCRIPTORS- *ELEMENTARY SCHOOL TEACHERS, *HANDWRITING INSTRUCTION, *MATERIAL DEVELOPMENT, *PRESERVICE EDUCATION, *PROGRAMED INSTRUCTION, ALABAMA, AUBURN, AUTOINSTRUCTIONAL AIDS, COMPARATIVE ANALYSIS, NEW YORK, ROCHESTER, TEACHER EDUCATION, TEACHING TECHNIQUES,

THE PURPOSE OF THE PROJECT WAS TO DEVELOP PROGRAMED MATERIALS FOR HANDWRITING INSTRUCTION AND TO EVALUATE THEIR EFFECTIVENESS. COLLEGE STUDENTS FROM TWO UNIVERSITIES WERE ASSIGNED TO FOUR GROUPS--TWO EXPERIMENTAL, ONE COMPARATIVE, AND ONE CONTROL. THESE GROUPS RECEIVED DIFFERENT INSTRUCTIONAL TREATMENTS. DATA WERE OBTAINED BY PRE- AND POST-TEST PROCEDURES AND BY VARIOUS RATING TECHNIQUES. PROGRAMED MATERIALS WERE FOUND EFFECTIVE IN INCREASING THE ABILITY OF PRESERVICE TEACHERS TO PROVIDE ELEMENTARY INSTRUCTION IN HANDWRITING, AND IN PROVIDING HANDWRITING MODELS FOR BOTH MANUSCRIPT AND CURSIVE STYLES. FURTHER RESEARCH WAS RECOMMENDED TO INVESTIGATE THE RELATIONSHIPS BETWEEN PROGRAM COMPLETION TIME AND KNOWLEDGE OF EDUCATIONAL METHODOLOGY. (RS)

ED 003 401 24
IMPROVEMENT OF CLINICAL PREDICTION THROUGH SPECIAL TRAINING.
BY- KRAUSKOPF, C.J. AND OTHERS
MISSOURI UNIV., COLUMBIA
REPORT NUMBER CRP-S-120 PUB DATE 65
EDRS PRICE MF-$0.18 HC-$3.40 85P.

DESCRIPTORS- *COUNSELOR TRAINING, *FEEDBACK, *MEASUREMENT TECHNIQUES, *PREDICTION, COLLEGE STUDENTS, COLUMBIA, GRADE POINT AVERAGE, MALES, MISSOURI, SCHOOL AND COLLEGE ACHIEVEMENT TEST,

A SERIES OF STUDIES WAS REPORTED ON INCREASING ACCURACY IN CLINICAL PREDICTION BY USING AN IMMEDIATE FEEDBACK PROCEDURE. THE GENERAL DESIGN IMPOSED EIGHT EXPERIMENTS AND THREE SETS OF ITEMS. SET ONE TESTED PREDICTIVE LEVEL BEFORE FEEDBACK. SET TWO WAS THE TRAINING SET. SET THREE TESTED THE EFFECT OF FEEDBACK TRAINING. THE PREDICTOR VARIABLE WAS TEST SCORES OBTAINED FROM THE SCHOOL AND COLLEGE ACHIEVEMENT TEST (SCAT "T"). THE PREDICTED VARIABLE WAS "PASS" OR "FAIL" BASED ON THE GRADE POINT AVERAGES (GPA) OF THE COLLEGE MALE SUBJECTS. THE PROBABILITY OF A CORRECT RESPONSE BY FEEDBACK TRAINING WAS INCREASED. IT WAS FOUND THAT COUNSELORS CAN MAKE MORE ACCURATE PREDICTIONS WHEN THERE IS IMMEDIATE FEEDBACK OF INFORMATION ABOUT THEIR ACCURACY. (RS)

ED 003 402 24
SOCIAL DIALECTS AND LANGUAGE LEARNING, PROCEEDINGS OF THE BLOOMINGTON, INDIANA, CONFERENCE.
BY- DAVIS, ALVA L. AND OTHERS
NATIONAL COUNCIL OF TEACHERS OF ENGLISH
REPORT NUMBER CRP-F-059 PUB DATE 64
ILLINOIS INST. OF TECH., CHICAGO
CONTRACT OEC-5-10-148
EDRS PRICE MF-$0.27 HC-$6.16 154P.

DESCRIPTORS- *CONFERENCES, *DIALECT STUDIES, *NEGRO DIALECTS, *RESEARCH, *TEACHING PROGRAMS, BLOOMINGTON, DIALECTOLOGY, DIALECTS, INDIANA, LANGUAGE PROGRAMS, LINGUISTICS, NONSTANDARD DIALECTS,

A CONFERENCE WAS HELD ON AUGUST 3-5, 1964, TO BRING TOGETHER SCHOLARS IN DIALECTOLOGY AND RELATED FIELDS. THE ENTIRE CONFERENCE WAS TAPE RECORDED AND A TYPESCRIPT MADE. THE CONTENTS OF THE REPORT ENCOMPASS BOTH THE PANEL PAPERS PRESENTED AND DISCUSSIONS ON (1) SOCIAL DIALECTOLOGY, (2) FIELD PROJECTS, (3) SCHOOL AND COLLEGE TEACHING PROGRAMS, (4) SOCIAL FACTORS IN LEARNING STANDARD ENGLISH, (5) REACTIONS OF RELATED BEHAVIOR SCIENCES, (6) IMPLICATIONS FOR FUTURE RESEARCH, AND (7) SUMMARY OF THE CONFERENCE PROCEEDINGS. (HB)

ED 003 403 24
HISTORICAL AND SOCIAL DETERMINANTS OF PUBLIC EDUCATION POLICY IN THE UNITED STATES AND EUROPE.
BY- CLAYTON, A. STAFFORD
INDIANA UNIV., BLOOMINGTON
REPORT NUMBER CRP-F-017 PUB DATE 65
EDRS PRICE MF-$0.63 HC-$16.40 410P.

DESCRIPTORS- *CULTURAL DIFFERENCES, *CULTURAL FACTORS, *EDUCATIONAL POLICY, *RELIGIOUS FACTORS, *SOCIAL INFLUENCES, BLOOMINGTON, EDUCATION, ENGLAND, INDIANA, NETHERLANDS, POLICY, PUBLIC EDUCATION, RELIGION, RELIGIOUS EDUCATION, SWEDEN, WALES,

A STUDY WAS CONDUCTED WHICH CONSIDERED SELECTED EUROPEAN EXPERIENCES INVOLVING RELATIONSHIPS BETWEEN RELIGION AND PUBLIC EDUCATION AS RELATED TO ELEMENTARY AND SECONDARY, NATIONAL EDUCATIONAL POLICY. THE PUBLIC EDUCATIONAL POLICIES OF ENGLAND, THE NETHERLANDS, AND SWEDEN WERE EXAMINED BY MEANS OF LITERATURE SEARCHES, OBSERVATIONS, INTERVIEWS, AND CORRESPONDENCE. IN GENERAL, THE FINDINGS INDICATED THAT ECCLESIASTICALLY BASED CLAIMS TO AUTHORITY IN MATTERS OF RELIGION STEM FROM PARTICULAR HISTORIC CREEDS AND DOCTRINES.

THE TEACHING MISSION OF THE CHURCH IS DISTINGUISHED FROM THE EDUCATIONAL FUNCTIONS OF THE PUBLIC SCHOOL. OTHER CONCLUSIONS AND REFERENCES ARE REPORTED. (TC)

ED 003 404 24

RESEARCH CONFERENCE ON LEARNING AND THE EDUCATIONAL PROCESS AT STANFORD UNIVERSITY, JUNE 22-JULY 31, 1964.
BY- CRONBACH, LEE J. ATKINSON, RICHARD C.
STANFORD UNIV., CALIF.
REPORT NUMBER CRP-F-019 PUB DATE 64
EDRS PRICE MF-$0.09 HC-$1.08 17P.

DESCRIPTORS- *CLASSROOM RESEARCH, *CONFERENCES, *EDUCATIONAL RESEARCH, *LABORATORY EXPERIMENTS, *LEARNING, CALIFORNIA, EDUCATIONAL PSYCHOLOGY, HIGH SCHOOL STUDENTS, INSTRUCTION, LEARNING ACTIVITIES, STANFORD, STUDENT CHARACTERISTICS, STUDENT MOTIVATION, TEACHING,

FROM AMONG APPROXIMATELY 175 APPLICANTS, 40 PERSONS WERE SELECTED TO PARTICIPATE IN A CONFERENCE TO DISCUSS CURRENT RESEARCH IN EDUCATIONAL LEARNING, INCLUDING BOTH CLASSROOM AND LABORATORY STUDIES. THE CONFERENCE WAS ORGANIZED INTO FOUR GROUPS--(1) IN GROUP A, THE EMPHASIS WAS ON LEARNING, INSTRUCTION, AND PUPIL CHARACTERISTICS, WITH PARTICULAR REFERENCE TO THE LANGUAGE ARTS, (2) IN GROUP B, THE BEHAVIORAL ANALYSIS OF CONCEPT FORMATION AND TRANSFER WITH IMPLICATIONS FOR PROGRAMED INSTRUCTION AND COMPUTERS IN EDUCATIONAL RESEARCH WERE STRESSED, (3) IN GROUP C, THE FOCUS WAS ON SOCIOCULTURAL AND ORGANIZATIONAL DETERMINANTS OF STUDENT MOTIVATION, (4) IN GROUP D, THE MOTIVATIONAL DETERMINANTS OF ACHIEVEMENT-ORIENTED BEHAVIOR WERE HIGHLIGHTED. PARTICIPANTS WERE SPECIALISTS IN EDUCATIONAL PSYCHOLOGY, PSYCHOLOGY, OR SOCIOLOGY, PLUS A FEW FROM OTHER FIELDS. THE REPORT PRESENTS THE SELECTION OF PARTICIPANT PROCEDURES, PRECONFERENCE AND CONFERENCE ACTIVITIES, A LOG OF CONFERENCE ACTIVITIES, AND A LIST OF PARTICIPANTS. (JC)

ED 003 405 24

APPLICATION OF ELECTRONIC DATA PROCESSING METHODS IN EDUCATION.
BY- GOODLAD, JOHN I. AND OTHERS
CALIFORNIA UNIV., LOS ANGELES
REPORT NUMBER CRP-F-026 PUB DATE JAN 65
EDRS PRICE MF-$0.18 HC-$4.48 112P.

DESCRIPTORS- *COMPUTER ORIENTED PROGRAMS, *CONFERENCES, *DATA PROCESSING, *EDUCATIONAL RESEARCH, *ELECTRONIC EQUIPMENT, ADMINISTRATION, CALIFORNIA, COMPUTERS, CURRICULUM DEVELOPMENT, EDUCATIONAL PSYCHOLOGY, INFORMATION PROCESSING, LOS ANGELES,

THIS REPORT, WHICH PLACES THE USE OF ELECTRONIC DATA PROCESSING IN EDUCATION IN BOTH FACTUAL AND SPECULATIVE PERSPECTIVE IS INTENDED FOR THE UNINITIATED EDUCATOR, THE INTERESTED LAYMAN, AND THE SPECIALIST IN INFORMATION PROCESSING TO HELP HIM UNDERSTAND CURRENT EDUCATIONAL PROBLEMS SO THAT HE CAN ASSIST EDUCATORS WITH THE DATA PROCESSING ASPECTS OF THE PROBLEMS. THE REPORT IS BASED ON A SEPTEMBER 1963 STUDY WHICH BEGAN AT UCLA'S LAKE ARROWHEAD CONFERENCE OF SPECIALISTS IN EDUCATIONAL DATA PROCESSING, CURRICULUM DEVELOPMENT, PSYCHOLOGY, RESEARCH, EDUCATION, AND ADMINISTRATION. MANY PROMINENT INSTITUTIONS AND ORGANIZATIONS WERE REPRESENTED. CHAPTER ONE PROVIDES AN OVERVIEW OF VALUES, FORCES, AND TRENDS IN AMERICAN EDUCATION. CHAPTER TWO DISCUSSES INFORMATION PROCESSING SYSTEMS IN EDUCATION. AN ANALYSIS OF PROBLEMS, ISSUES, RECOMMENDATIONS, AND CRITERIA FOR FUNDING RESEARCH IS PRESENTED IN CHAPTER THREE. RECOMMENDATIONS AND CONCLUSIONS ARE MADE IN CHAPTER FOUR. APPENDIXES AND READING LISTS ARE PROVIDED. (JC)

ED 003 406 24

NEEDED RESEARCH ON ABLE WOMEN IN HONORS PROGRAMS, COLLEGE AND SOCIETY. PROCEEDINGS OF THE CONFERENCE ON TALENTED WOMEN AND THE AMERICAN COLLEGE.
BY- MITTERLING, PHILIP I.
COLORADO UNIV., BOULDER
REPORT NUMBER CRP-F-028 PUB DATE 64
EDRS PRICE MF-$0.27 HC-$5.84 146P.

DESCRIPTORS- *ABLE STUDENTS, *COLLEGE PROGRAMS, *EDUCATIONAL RESEARCH, *FEMALES, *LONGITUDINAL STUDIES, BOULDER, COLLEGE STUDENTS, COLORADO, GIFTED, HONORS CURRICULUM, INTERUNIVERSITY COMMITTEE ON THE SUPERIOR STUDENT (ICSS),

A CONFERENCE SPONSORED BY THE "INTER-UNIVERSITY COMMITTEE ON THE SUPERIOR STUDENT (ICSS)" IN COOPERATION WITH THE SCHOOL OF GENERAL STUDIES AT COLUMBIA UNIVERSITY WAS HELD FROM MAY 20 TO 23, 1964. THE CONFERENCE OBJECTIVES WERE (1) TO IDENTIFY SYSTEMATICALLY THE PROBLEMS OF ABLE WOMEN IN UNDERGRADUATE EDUCATION AND SOCIETY, (2) TO STIMULATE NEW WAYS OF THINKING ABOUT THESE PROBLEMS, AND (3) TO DEVELOP REQUIREMENTS AND APPROACHES FOR FUTURE RESEARCH AND STUDY. THE CONFERENCE BROUGHT TOGETHER 75 PERSONS WORKING IN THE FIELD OF WOMEN'S EDUCATION. THE ACTIVITIES INCLUDED THREE MAJOR ADDRESSES, TWO PLENARY SESSIONS, EIGHT GROUP DISCUSSIONS, AND THE PREPARATION OF COMPREHENSIVE SUMMARY REPORT. PARTIAL CONCLUSIONS OF THE CONFERENCE WERE AS FOLLOWS--(1) ACTION RESEARCH (LIMITED TO DEMONSTRATING A POINT OR CONVINCING PEOPLE TO CHANGE PRACTICES) IS OFTEN PERFORMED WITH BUILT-IN BIASES, (2) SEPARATE DATA MUST BE KEPT FOR EACH SEX, (3) DEPENDABLE NEW KNOWLEDGE OF THE SORT NEEDED IS NOT SOMETHING THAT WILL RESULT FROM A 1-YEAR STUDY IN A COLLEGE OR IN A SPECIFIC HONORS PROGRAM, (4) LONGITUDINAL STUDIES ARE NECESSARY TO IDENTIFY VARIABLES RELATIVE TO WHICH STUDENTS ARE TO BE DISCUSSED, (5) RESEARCH CONDUCTED AT THE COLLEGE LEVEL LED SCHOLARS TO QUESTION THE COMPLETENESS OF FRAMES OF REFERENCE IN EVALUATING CERTAIN STUDENT BEHAVIOR AND ATTAINMENTS. IN TOTAL, THERE WERE 45 MORE INDICATIONS OF MEANINGFUL FINDINGS. (HB)

ED 003 407 24

GUIDELINES FOR FUTURE RESEARCH ON GROUP COUNSELING IN THE PUBLIC SCHOOL SETTING, RESEARCH SEMINAR ON GROUP COUNSELING HELD AT ARDEN HOUSE IN HARRIMAN, NEW YORK, MARCH 1964.
BY- COHN, BENJAMIN
BOARD OF COOPERATIVE EDUCATIONAL SERVICES
REPORT NUMBER CRP-F-029 PUB DATE 64
EDRS PRICE MF-$0.18 HC-$2.64 66P.

DESCRIPTORS- *CONFERENCES, *COUNSELING GOALS, *GROUP COUNSELING, *PROGRAM GUIDES, *RESEARCH METHODOLOGY, BEDFORD HILLS, COUNSELOR TRAINING, GUIDES, NEW YORK, RESEARCH OPPORTUNITIES, RESEARCH PROJECTS, SCHOOL SERVICES, SEMINARS, TRAINING, A GROUP COUNSELING CONFERENCE, INVOLVING 22 CONSULTANTS, PROVIDED MANY IDEAS RELATED TO GROUP COUNSELING AND RESEARCH. FUTURE RESEARCH GUIDELINES WERE DEVELOPED AND A VARIETY OF ASPECTS IN THE GROUP COUNSELING PROCESS WERE IDENTIFIED. MANY CONCLUSIONS AND RECOMMENDATIONS WERE REPORTED, SUCH AS A PROJECT ON THEORETICAL ORIENTATIONS FOR INCLUSION OR CONSIDERATION IN ANY FUTURE RESEARCH PROGRAM, GROUP TECHNIQUE, AND EDUCATION AND RESEARCH TRAINING PROJECTS. THIS REPORT SHOULD IMPROVE THE GENERAL LEVEL OF RESEARCH IN GROUP COUNSELING IN THE PUBLIC SCHOOLS. (RS)

ED 003 408 24

CONFERENCE TO DEVELOP IN-SERVICE TRAINING ACTIVITIES FOR RESEARCH PERSONNEL OF STATE DEPARTMENTS OF EDUCATION.
BY- LEE, ALLEN
OREGON STATE DEPARTMENT OF EDUCATION, SALEM
REPORT NUMBER CRP-F-032 PUB DATE 64
EDRS PRICE MF-$0.18 HC-$4.64 116P.

DESCRIPTORS- *AGENCIES, *EDUCATIONAL RESEARCH, *LEADERSHIP, *SCHOOL SYSTEMS, INSERVICE TEACHER EDUCATION, OREGON, RESEARCH METHODOLOGY, RESEARCH OPPORTUNITIES, RESEARCH PROBLEMS, SALEM, STATE ACTION, STATE PROGRAMS,

AN INVESTIGATION WAS CONDUCTED--(1) TO DESCRIBE SIGNIFICANT PROBLEMS TO WHICH RESEARCH SHOULD BE APPLIED BY STATE DEPARTMENT OF EDUCATION (SDE) ADMINISTRATORS AND RESEARCH PERSONNEL, (2) TO INCREASE THE COMPETENCE OF SDE RESEARCH PERSONNEL IN THE IDENTIFICATION OF RESEARCH PROBLEMS AND THE DEVELOPMENT OF RESEARCH DESIGNS, (3) TO FORMULATE PROCEDURES FOR INSERVICE TRAINING FOR SDE RESEARCHERS, AND (4) TO FORMULATE PROCEDURES FOR INSERVICE TRAINING OF OTHER SDE PERSONNEL. A CONFERENCE WAS HELD IN SALEM, OREGON, FOR 15 SDE ADMINISTRATORS OR DESIGNEES ON MARCH 26, 1964. SELECTION OF SDE'S WAS BASED UPON REGIONAL CONSIDERATIONS FOR BETTER DISSEMINATION OF CONFERENCE INFORMATION. TWO U.S. OFFICE OF EDUCATION REPRESENTATIVES AND FIVE UNIVERSITY CONSULTANTS ALSO ATTENDED. FOUR MAJOR CONSIDERATIONS PROVIDE THE BASIS FOR PAPERS PRESENTED--(1) EDUCATIONAL RESEARCH AND SDE'S, (2) SIGNIFICANT RESEARCHABLE PROBLEMS, (3) RESEARCH DESIGN AND PROPOSAL WRITING, AND (4) INSERVICE TRAINING NEEDS OF SDE PERSONNEL, INCLUDING RESEARCHERS. THE CONFERENCE SERVED TO SHARPEN THE PROBLEM, STIMULATE EFFORTS AT SOLUTION, AND HELP BRING ABOUT FURTHER DEVELOPMENT ACTIVITIES DESIGNED TO IMPROVE INSERVICE TRAINING EXPERIENCES FOR SDE PERSONNEL. (HB)

ED 003 409 24

PLANNING FOR A READING RESEARCH PROGRAM.
BY- LEVIN, HARRY
CORNELL UNIV., ITHACA, N.Y.
REPORT NUMBER CRP-F-034 PUB DATE 65
EDRS PRICE MF-$0.45 HC-$11.36 284P.

DESCRIPTORS- *CONFERENCES, *CURRICULUM DEVELOPMENT, *READING MATERIALS, *READING RESEARCH, *RESEARCHERS, CURRICULUM RESEARCH, ITHACA, NEW YORK, PROJECT LITERACY, READING IMPROVEMENT, READING INSTRUCTION, READING PROGRAMS,

NEW MATERIALS, METHODS, AND RESEARCHERS WERE ASSEMBLED TO PROVIDE A RESEARCH-BASED MODEL FOR A NEW CURRICULUM IN THE TEACHING OF READING. PROCEDURAL METHODS, THE INTERRELATED FUNCTIONS, AND BASES OF READING-LEARNING WERE DISCUSSED IN A SERIES OF FOUR RESEARCH PLANNING CONFERENCES. ANALYSES AND RECOMMENDATIONS OF ALL THE STUDIES INITIATED HAVE NOT BEEN COMPLETED. CONTINUED RESEARCH WILL PROVIDE NEW INTEREST FOR RESEARCHERS IN THE FIELD AND A CONTINUING POSSIBILITY FOR CURRICULUM IMPLEMENTATION. (PM)

ED 003 410 24

CONFERENCE TO PLAN RESEARCH ON JUNIOR COLLEGE STUDENT PERSONNEL PROGRAMS.
BY- RAINES, MAX R.
FLINT COMMUNITY JUNIOR COLLEGE, MICH.
REPORT NUMBER CRP-F-036 PUB DATE 64
EDRS PRICE MF-$0.45 HC-$11.60 290P.

DESCRIPTORS- *CONFERENCES, *EDUCATIONAL RESEARCH, *JUNIOR COLLEGES, *PERSONNEL POLICY, CHICAGO, FLINT, ILLINOIS, MICHIGAN, RESEARCH METHODOLOGY, RESEARCH OPPORTUNITIES, SCHOOL PERSONNEL,

ACTING UPON RECOMMENDATIONS BY A NATIONAL COMMITTEE OF PROMINENT EDUCATORS, A RESEARCH CONFERENCE WAS HELD AT THE CENTER FOR CONTINUING EDUCATION, UNIVERSITY OF CHICAGO, (1) TO CLARIFY STUDENT PERSONNEL PROBLEMS IN JUNIOR COLLEGES, (2) TO PRODUCE A STATEMENT OF RESEARCH GOALS AND METHODS OF IMPLEMENTATION, AND (3) TO STIMULATE RESEARCH INITIATIVE AMONG JUNIOR COLLEGES. PROCEDURES EMPLOYED INCLUDED (1) DETERMINATION OF WHICH JUNIOR COLLEGES HAD THE POTENTIAL TO CONTRIBUTE TO A RESEARCH CONFERENCE (50 WERE SELECTED), (2) SELECTION OF CONSULTANTS TO ASSIST IN PRECONFERENCE PLANNING, ACTIVE PARTICIPATION AND FOLLOWUP EFFORT, (3) CONFERENCE PREPARATION, (4) PREPARATION OF PAPERS CONCERNING SIGNIFICANT FORCES AND TRENDS WITHIN SOCIETY AND THE EDUCATIONAL SYSTEM, (5) DEVELOPMENT OF A 2-DAY RESEARCH SEMINAR, AND (6) DEVELOPMENT OF GUIDELINES FOR APPRAISAL AND DEVELOPMENT OF JUNIOR COLLEGE STUDENT PERSONNEL PROGRAMS. THE RESULTS OF THE CONFERENCE ARE PRESENTED THROUGHOUT THE PROCEEDINGS. NO MAJOR CONCLUSIONS WERE FORMULATED. (JC)

ED 003 411 24

EDUCATIONAL DISSEMINATION AND DESIGN CONFERENCE--CONFERENCE ON LEARNING IN HIGHER EDUCATION--FINAL REPORT.
BY- RYDELL, RAYMOND A. AND OTHERS
CALIFORNIA STATE COLLEGES, INGLEWOOD
REPORT NUMBER CRP-F-039 PUB DATE 65
CONTRACT OEC-5-10-175
EDRS PRICE MF-$0.18 HC-$4.36 109P.

DESCRIPTORS- *COLLEGE FACULTY, *CONFERENCES, *EDUCATIONAL RESEARCH, *HIGHER EDUCATION, *STATE PROGRAMS, CALIFORNIA, CALIFORNIA STATE COLLEGES, INGLEWOOD, RESEARCH OPPORTUNITIES, RESEARCH PROJECTS,

HOW TO MOBILIZE STATE COLLEGE FACULTY RESOURCES TO STUDY THE MEANS FOR IMPROVING THE QUALITY OF INSTRUCTION WAS THE CONCERN OF THIS PROJECT. THE PROJECT WAS A 2-DAY CONFERENCE ON LEARNING IN HIGHER EDUCATION, HELD IN JANUARY 1965 WHICH WAS FOLLOWED IN APRIL 1965 BY A MEETING OF A SMALL NUMBER OF THE CONFERENCE DELEGATES TO DEVELOP FURTHER THE SUGGESTIONS OF THE CONFERENCE FOR SYSTEMWIDE RESEARCH INTO LEARNING IN HIGHER EDUCATION. THE FOLLOWUP GROUP PREPARED RECOMMENDATIONS FOR MOBILIZING AND SUPPORTING THE EARLY STEPS

OF A SYSTEMWIDE EFFORT TO INVESTIGATE THE CONDITIONS OF LEARNING IN HIGHER EDUCATION. PROCEEDINGS OF THE CONFERENCE AND RECOMMENDATIONS FROM THE FOLLOWUP MEETING ARE INCLUDED IN THIS REPORT. ONE OF THE RECOMMENDATIONS DEALT WITH THE ESTABLISHMENT OF A RESEARCH CENTER OR CENTERS FOR RESEARCH WITHIN THE CALIFORNIA STATE COLLEGES. ANOTHER URGED THE ORGANIZATION OF A TASK FORCE TO DEVELOP DETAILED PLANS FOR A COORDINATED, SYSTEMWIDE RESEARCH EFFORT INTO LEARNING AND INSTRUCTION AT THE STATE COLLEGE LEVEL. (JC)

ED 003 412 24

EDUCATIONAL RESEARCH AND A REAPPRAISAL OF THE PROCESS OF ECONOMIC DEVELOPMENT.
BY- REQUA, ELOISE THOMASINE, SISTER M.
LIBRARY OF INTERNATIONAL RELATIONS, CHICAGO, ILL.
REPORT NUMBER CRP-F-042 PUB DATE 64
ROSARY COLL., RIVER FOREST, ILL.
EDRS PRICE MF-$0.18 HC-$2.48 62P.

DESCRIPTORS- *CONFERENCES, *DEVELOPING NATIONS, *ECONOMIC RESEARCH, *EDUCATIONAL RESEARCH, *SOCIAL PROBLEMS, CHICAGO, DEPRESSED AREAS (GEOGRAPHIC), DISCUSSION GROUPS, HUMAN RESOURCES, ILLINOIS, INTERDISCIPLINARY APPROACH,

A CONFERENCE WAS HELD TO PROVIDE 30 PARTICIPATING SCHOLARS AN OPPORTUNITY TO DISCUSS THE ECONOMIC AND SOCIAL PROBLEMS OF UNDERDEVELOPED NATIONS IN RELATION TO EDUCATIONAL RESEARCH. THE THIRD IN A SERIES OF BIENNIAL CONFERENCES, IT POOLED INTERDISCIPLINARY RESOURCES FOR REAPPRAISAL OF THE MOST RECENT FINDINGS, AND PROVIDED THE ATMOSPHERE FOR AN EXCHANGE OF KNOWLEDGE AND VIEWPOINTS. SOME OF THE CONCLUSIONS DRAWN WERE THAT THE ROLE OF EDUCATION IN ECONOMIC DEVELOPMENT IS NOT PROPERLY UNDERSTOOD, THAT DISCUSSION BETWEEN PROFESSIONAL EDUCATORS AND SOCIAL SCIENTISTS IS OF EXTREME VALUE IN APPROACHING THESE PROBLEMS TO MAKE RESEARCH MORE BALANCED AND TIMELESS IN CHARACTER, AND FUTURE RESEARCH SHOULD BE ENCOURAGED. (RS)

ED 003 413 24

NEW ENGLAND CONFERENCE ON EDUCATIONAL RESEARCH, FINAL REPORT.
BY- LIEBERMAN, MYRON
RHODE ISLAND COLLEGE, PROVIDENCE
REPORT NUMBER CRP-F-045 PUB DATE 64
EDRS PRICE MF-$0.09 HC-$1.40 35P.

DESCRIPTORS- *CONFERENCES, *HIGHER EDUCATION, *RESEARCH METHODOLOGY, *RESEARCH OPPORTUNITIES, *RESEARCH PROBLEMS, COLLEGES, EDUCATIONAL RESEARCH, PROVIDENCE, RESEARCH PROJECTS, RHODE ISLAND, SMALL SCHOOLS,

THIS EDUCATIONAL RESEARCH CONFERENCE FOCUSED ON (1) STIMULATING THE DEVELOPMENT OF NEW RESEARCH DIRECTIONS, DESIGNS, AND TECHNIQUES FOR 11 DIFFERENT FIELDS OF EDUCATION, (2) ASSESSING THE UTILIZATION OF RESEARCH SPONSORED BY THE COOPERATIVE RESEARCH PROGRAM (CRP) AND PARTICIPATION IN CRP, ESPECIALLY BY SMALL INSTITUTIONS OF HIGHER EDUCATION, AND (3) STIMULATING SCHOLARS TO FORMULATE AND IMPLEMENT RESEARCH PROJECTS WHICH BRING THE INSIGHTS AND RESEARCH METHODS OF THEIR DISCIPLINE TO BEAR UPON SELECTED EDUCATIONAL PROBLEMS. THE 11 ABSTRACTED PAPERS APPEARING IN THE REPORT WERE (1) OBESITY AND LACK OF FITNESS IN CHILDREN--THE NEED FOR RESEARCH, (2) NEEDED RESEARCH IN SCHOOL ADMINISTRATION, (3) WHEN CHILDREN ARE STUDYING, WHO IS "INDEPENDENT," (4) NEEDED RESEARCH IN VOCATIONAL EDUCATION, (5) RESEARCH IN EDUCATIONAL FACILITIES--AN ASSESSMENT AND SOME NEEDS, (6) THE RESEARCH RELEVANCE OF DESEGREGATION, (7) NEEDED RESEARCH IN AUDIOVISUAL EDUCATION, (8) NEEDED RESEARCH IN CRITICAL THINKING, (9) NEEDED RESEARCH IN ART EDUCATION, (10) RESEARCH IN TEACHER EDUCATION--STATUS AND POSSIBILITIES, AND (11) RESEARCH IN MUSIC EDUCATION. A SEPARATE ANALYSIS IN ABSTRACT FORM FOR EACH PRESENTATION IS INCLUDED IN THE APPENDIXES OF THE REPORT. (HB)

ED 003 414 24

HIGH SCHOOL DEPARTMENTS OF ENGLISH--THEIR ORGANIZATION, ADMINISTRATION, AND SUPERVISION.
BY- SQUIRE, JAMES R. AND OTHERS
ILLINOIS UNIV., URBANA
REPORT NUMBER CRP-F-047 PUB DATE 64
NATIONAL COUNCIL OF TEACHERS OF ENGLISH
EDRS PRICE MF-$0.27 HC-$6.92 173P.

DESCRIPTORS- *ADMINISTRATIVE ORGANIZATION, *CONFERENCES, *DEPARTMENT DIRECTORS (SCHOOL), *ENGLISH INSTRUCTION, *TEACHER SUPERVISION, CLEVELAND, CURRICULUM DEVELOPMENT, HIGH SCHOOL ORGANIZATION, ILLINOIS, INSTRUCTIONAL MATERIALS, OHIO, PROGRAM ADMINISTRATION, SCHOOL ADMINISTRATION, TEACHER EVALUATION, TEACHER IMPROVEMENT, URBANA,

PROMINENT HIGH SCHOOL ENGLISH CHAIRMEN AND CONSULTANTS AT TWO CONFERENCES AGREED UPON A STATEMENT OF THE ROLE OF THE ENGLISH CHAIRMAN WHICH STRESSED THE CHAIRMAN AS A SUBJECT SPECIALIST WITHIN THE SCHOOL WHO IS ASSIGNED RESPONSIBILITY FOR COORDINATING INSTRUCTION. FOURTEEN PAPERS WERE PREPARED FOR THE FIRST 3-DAY CONFERENCE AT THE UNIVERSITY OF ILLINOIS IN OCTOBER 1964. DISCUSSION OF THESE PAPERS BY THE 18 PARTICIPANTS RESULTED IN 30 RECOMMENDATIONS WHICH WERE REVIEWED AT A SECOND 1-DAY CONFERENCE BY 80 SELECTED HIGH SCHOOL ENGLISH CHAIRMEN IN CLEVELAND, OHIO, IN NOVEMBER 1964. THE PARTICIPANTS IN BOTH CONFERENCES ALSO PREPARED A DETAILED LIST OF MAGAZINES, PERIODICALS, SUPPLEMENTARY BOOKS, REFERENCE BOOKS, GENERAL EQUIPMENT, AND ELECTRONIC EQUIPMENT NEEDED BY ENGLISH CLASSROOMS AND DEPARTMENTS. IN ADDITION, PARTICIPANTS AGREED ON 23 FINAL RECOMMENDATIONS IN THE AREAS OF (1) ENGLISH DEPARTMENT ORGANIZATION, (2) CURRICULUM, (3) SUPERVISION, (4) TEACHER SELECTION AND ASSIGNMENT, (5) TEACHER EDUCATION, AND (6) PUBLIC ATTITUDES TOWARD ENGLISH. (JM)

ED 003 415 24

EXPERIMENTAL PROGRAM FOR MOBILIZING COLLEGE STUDENT VOLUNTEER SERVICES TO COMMUNITIES.
BY- ESSER, GEORGE H., JR.
NORTH CAROLINA UNIV., CHAPEL HILL
REPORT NUMBER CRP-F-049 PUB DATE 64
CONTRACT OEC-SAE-325-EDU-3
EDRS PRICE MF-$0.27 HC-$5.52 138P.

DESCRIPTORS- *ACTION PROGRAMS (COMMUNITY), *COMMUNITY ACTION, *COMMUNITY SERVICE PROGRAMS, *STUDENT VOLUNTEERS, COMMUNITY PROGRAMS, COMMUNITY RECREATION PROGRAMS, COMMUNITY STUDY, DURHAM, HEALTH PROGRAMS, NORTH CAROLINA, SOCIAL SERVICES, VOLUNTEERS IN SERVICE TO AMERICA (VISTA), AN EXPERIMENT WAS CONDUCTED IN MOBILIZING COLLEGE STUDENTS FOR SUMMER ASSISTANCE IN COMMUNITY DEVELOPMENT AND POVERTY PROGRAMS. APPROXIMATELY 100 STUDENT VOLUNTEERS WERE CHOSEN TO PARTICIPATE ON THE BASES OF THEIR STABILITY, MATURITY, ABILITY TO COMMUNICATE, AND DEDICATION. THEY WERE PLACED IN SIX AREAS WHERE COMPREHENSIVE COMMUNITY ACTION PROGRAMS WERE UNDERWAY. THE VOLUNTEERS TOOK PART IN A VARIED PROGRAM WHICH INCLUDED--(1) INTENSIVE SOCIAL WORK, (2) DAY CARE CENTERS, (3) CONSTRUCTION, (4) PUBLIC HEALTH, (5) ADULT EDUCATION, AND (6) JOB PLACEMENT. THERE WAS SOME DISSATISFACTION ON THE PART OF BOTH SUPERVISORS AND VOLUNTEERS, AND SUGGESTIONS FOR FUTURE PROGRAMS CENTERED ABOUT (1) TRAINING, (2) ORGANIZATION, AND (3) COORDINATION WITH LOCAL PROJECTS. THE CONTINUATION OF SOME PROJECTS STARTED BY THE VOLUNTEERS AS WELL AS THE CREATION OF VOLUNTEERS IN SERVICE TO AMERICA (VISTA) AND SIMILAR PROJECTS INCORPORATED BY OTHER COLLEGES AND UNIVERSITIES ATTEST TO THE IMPACT OF THE ORIGINAL PROGRAM. (PM)

ED 003 416 24
A CONFERENCE TO ENLIST THE PARTICIPATION OF FIFTY INSTITUTIONS OF HIGHER EDUCATION IN SPECIFIC RESEARCH AND DEVELOPMENTAL PROGRAMS TO PREPARE WOMEN FOR PRODUCTIVE EMPLOYMENT.
BY- LLOYD, BETTY JANE
CARNEGIE INST. OF TECH., PITTSBURGH, PA.
REPORT NUMBER CRP-F-050 PUB DATE 64
EDRS PRICE MF-$0.18 HC-$4.36 109P.

DESCRIPTORS- *ADULT EDUCATION PROGRAMS, *COLLEGES, *CONFERENCES, *CURRICULUM DEVELOPMENT, *EMPLOYMENT, *PART TIME JOBS, FEMALES, INSTRUCTIONAL MATERIALS, PENNSYLVANIA, PITTSBURGH, STUDENT BEHAVIOR, VOCATIONAL COUNSELING,

CONFERENCE OBJECTIVES WERE THREEFOLD--(1) THE PREPARATION OF PLANS TO REACH THE UNDERGRADUATE WOMAN AND MOTIVATE HER TO PLAN REALISTICALLY FOR COMBINING FAMILY AND WORK IN THE SUCCESSIVE PHASES OF HER LIFE, (2) THE DEVELOPMENT OF A MECHANISM FOR CATALOGING EXISTING PART-TIME COURSES ON CAMPUS AND EXISTING MATERIALS FOR HOME USE SO THAT THIS INFORMATION CAN BE DISSEMINATED FOR INSTITUTION DEVELOPMENT OF EXPERIMENTAL MATERIALS AND COURSES, AND (3) PROCEDURE DESIGN FOR INCORPORATING IN THE PLACEMENT OFFICES THREE PILOT COLLEGE VOCATIONAL ADVISERS. CONFERENCE DISCUSSION GROUPS WERE FORMED TO REVIEW THE LATEST THINKING FROM 50 INSTITUTIONS CONCERNING THESE PROBLEMS. MAJOR FINDINGS WERE (1) ON-CAMPUS ADMINISTRATIVE AND ACADEMIC EFFORTS SHOULD BE CONDUCTED TO REACH AND MOTIVATE THE UNDERGRADUATE IN LIBERAL ARTS, (2) ON- AND OFF-CAMPUS EFFORTS SHOULD BE PLANNED AND IMPLEMENTED TO OFFER INTELLECTUAL STIMULATION AND DIRECTION TO GRADUATES DURING THE EARLY "FAMILY YEARS," (3) CONTINUING EDUCATION FOR CREDIT SHOULD BE OFFERED IN OFF-CAMPUS COURSES, (4) CONTINUING EDUCATION FOR CREDIT SHOULD BE OFFERED ON CAMPUS AND IN EXTENSION PROGRAMS, (5) A COUNSELING SERVICE SHOULD INCLUDE CONTINUED COUNSELING IN THE ACADEMIC AND VOCATIONAL REALM AS WELL AS A RECIPROCAL PLACEMENT SERVICE, AND (6) A CLEARINGHOUSE OPERATION SHOULD BE ESTABLISHED FOR COMMUNICATION BETWEEN INSTITUTIONS IN THE DISSEMINATION OF INFORMATION. (HB)

ED 003 417 24
THE IMPROVEMENT OF COLLEGE AND UNIVERSITY COURSES IN THE HISTORY OF CIVILIZATION.
BY- MAIER, PAUL L. AND OTHERS
WESTERN MICHIGAN UNIV., KALAMAZOO
REPORT NUMBER CRP-F-052 PUB DATE 65
EDRS PRICE MF-$0.27 HC-$7.28 182P.

DESCRIPTORS- *CONFERENCES, *DEVELOPMENTAL PROGRAMS, *HISTORY INSTRUCTION, *INSTRUCTIONAL IMPROVEMENT, *WORLD HISTORY, COURSE ORGANIZATION, KALAMAZOO, MICHIGAN, QUESTIONNAIRES,

A DEVELOPMENTAL CONFERENCE, CONSISTING OF LEADING AUTHORITIES IN HISTORY AND RELATED DISCIPLINES, WAS HELD IN JUNE 1964. THE SUGGESTIONS AND DIRECTIVES OF THE CONFERENCE WERE IMPLEMENTED. PRELIMINARY SAMPLING VISITS WERE MADE AT REPRESENTATIVE INSTITUTIONS, AND MATERIALS AND INSTRUMENTS FOR THE MAJOR INVESTIGATION PREPARED. RESEARCH PROCEDURES INCLUDED THE DISTRIBUTION OF QUESTIONNAIRES, INTERVIEWS WITH REPRESENTATIVES FROM INSTITUTIONS, DATA COLLECTION, DISCUSSION OF FINDINGS, PREPARATION OF MODELS, AND DISSEMINATION OF THE RESULTS. THE CONCLUSIONS REACHED WERE MANY AND VARIED. IN GENERAL, THERE WAS SUPPORT FOR THE BASIC CAUSE, CONCERN OVER TEACHING METHODS, AND THE BELIEF THAT HIGH SCHOOL PREPARATION WAS NOT ADEQUATE. THE PROJECT RECEIVED GENERAL SUPPORT FROM MOST OF THE INSTRUCTORS INTERVIEWED. (RS)

ED 003 418 24
STRATEGIES FOR BEHAVIORAL RESEARCH IN MENTAL RETARDATION--A SEMINAR REPORT.
BY- WILCOX, R.K.
WISCONSIN UNIV., MADISON, SCH. OF EDUC.
REPORT NUMBER CRP-6-1 PUB DATE 61
EDRS PRICE MF-$0.27 HC-$7.04 176P.

DESCRIPTORS- *BEHAVIORAL SCIENCE RESEARCH, *MENTAL RETARDATION, *RESEARCH COMMITTEES, INTELLIGENCE, MADISON, PERSONALITY, RESEARCH METHODOLOGY, RESOURCE GUIDES, SEMINARS, WISCONSIN,

A SEMINAR WAS HELD DURING THE SUMMER OF 1961 TO EXPLORE THE RESEARCH NEEDS IN THE BEHAVIORAL ASPECTS OF MENTAL RETARDATION. THIRTEEN SPECIALISTS DISCUSSED AND STUDIED THESE NEEDS AND ESTABLISHED GUIDELINES FOR SUCH AREAS OF STUDY AS (1) NATURE AND DETERMINANTS OF INTELLIGENCE AND ITS DEVIATIONS, (2) PSYCHOLOGICAL DETERMINANTS OF MENTAL RETARDATION, (3) PERSONALITY CONCOMITANTS OF MENTAL RETARDATION, (4) TREATMENT, (5) ADMINISTRATION OF RESEARCH, AND (6) LEARNING, MOTIVATION, AND PERCEPTION. FINAL REPORTS WERE PRESENTED IN EACH OF THESE RESEARCH AREAS, WHICH EXPRESS THE JUDGMENTS OF A NUMBER OF INVESTIGATORS, TEACHERS, AND ADMINISTRATORS. (RS)

ED 003 419 24
A WORKING CONFERENCE ON POST-BACCALAUREATE EDUCATION.
BY- PFAUTZ, HAROLD W. DAVIS, PAUL D.
BROWN UNIV., PROVIDENCE, R.I.
REPORT NUMBER CRP-F-067 PUB DATE 64
EDRS PRICE MF-$0.18 HC-$2.84 71P.

DESCRIPTORS- *CONFERENCES, *GRADUATE STUDY, *NEGRO, *NEGRO

INSTITUTIONS, *NEGRO STUDENTS, COLLEGE ADMINISTRATION, HIGHER EDUCATION, NEGRO EDUCATION, PROVIDENCE, RHODE ISLAND, STUDENT ENROLLMENT, STUDENT MOTIVATION, STUDENTS,

THE PRINCIPAL OBJECTIVE OF THIS CONFERENCE ON POST-BACCALAUREATE EDUCATION WAS TO DEVISE MEANS BY WHICH THE MAJOR COLLEGES AND UNIVERSITIES CAN INCREASE SIGNIFICANTLY AND IN SHORT TIME THE OPPORTUNITIES FOR GRADUATE EDUCATION. THE CONFERENCE WAS CENTERED MAINLY ON THOSE ABLE GRADUATES WHO WOULD NORMALLY BE TURNED AWAY BECAUSE OF INADEQUATE PREPARATION AND/OR MOTIVATION. AMONG THE 33 PARTICIPANTS WERE ADMINISTRATION AND FACULTY MEMBERS FROM MAJOR UNIVERSITIES HAVING OR PLANNING COOPERATIVE PROGRAMS WITH PREDOMINANTLY NEGRO COLLEGES AND UNIVERSITIES, PRESIDENTS AND DEANS OF PREDOMINANTLY NEGRO INSTITUTIONS, REPRESENTATIVES OF PRIVATE AND GOVERNMENT AGENCIES, AND CONSULTANTS. THE PROBLEM IS ESPECIALLY ACUTE IN THE SMALL, PREDOMINANTLY NEGRO COLLEGES. CONFERENCE PROCEEDINGS ARE DEALT WITH IN FOUR REPORTS--(1) THE CONCEPTS OF POST-BACCALAUREATE EDUCATION, (2) RECRUITMENT AND SELECTION OF STUDENTS, (3) STANDARDS, COUNSELING, AND INSTRUCTION, AND (4) GRADUATE SCHOOL LIAISON, ADMINISTRATION, AND FINANCING. (JC)

ED 003 420 24

PROCEEDINGS OF THE RESEARCH CONFERENCE ON COLLEGE DROPOUTS.
BY- MONTGOMERY, JAMES R.
TENNESSEE UNIV., KNOXVILLE
REPORT NUMBER CRP-F-065 PUB DATE 64
EDRS PRICE MF-$0.18 HC-$4.52 113P.

DESCRIPTORS- *COLLEGE STUDENTS, *DROPOUT PREVENTION, *DROPOUT RESEARCH, ACADEMIC FAILURE, COLLEGE INSTRUCTION, COLLEGE PREPARATION, CONFERENCES, DROPOUT IDENTIFICATION, KNOXVILLE, TENNESSEE,

THIS CONFERENCE WAS HELD IN AUGUST 1964 TO ENCOURAGE RESEARCH AND EXPERIMENTATION IN THE AREA OF COLLEGE ATTRITION. APPROXIMATELY 25 PARTICIPANTS WERE SELECTED FROM VARIOUS DISCIPLINES. SELECTED PROCEEDINGS WERE REPORTED. PART ONE TOPICS WERE INSTITUTIONAL POLICIES, WARNING SIGNS OF THE DROPOUT, AVENUES OF PREVENTION, AIDS FOR DROPOUTS, AND RECOMMENDATIONS. PART TWO WAS DEVOTED TO A RESOURCE PAPER TITLED NEEDED RESEARCH ON COLLEGE DROPOUTS. THE MAJOR CONCLUSION DRAWN FROM THIS ACTIVITY WAS THAT RESEARCH ON COLLEGE ATTRITION CAN BE CATEGORIZED INTO CENSUS, EVALUATIVE, ANALYTICAL, AND DESCRIPTIVE STUDIES. (RS)

ED 003 421 24

RESEARCH CONFERENCE ON LEARNING AND THE EDUCATIONAL PROCESS AT STANFORD UNIVERSITY, JUNE 21-JULY 30, 1965.
BY- CRONBACH, LEE J. ATKINSON, RICHARD C.
STANFORD UNIV., CALIF.
REPORT NUMBER CRP-F-063 PUB DATE 65
EDRS PRICE MF-$0.09 HC-$1.44 36P.

DESCRIPTORS- *CONFERENCES, *CURRICULUM EVALUATION, *EDUCATIONAL OPPORTUNITIES, *EDUCATIONAL RESEARCH, *LEARNING, CALIFORNIA, CONSULTANTS, INSTRUCTIONAL DESIGN, LANGUAGE, LEARNING PROCESSES, RESEARCH PROBLEMS, SEMINARS, SIMULATION, STANFORD,

A RESEARCH TRAINING CONFERENCE ON LEARNING WAS HELD FOR 37 PSYCHOLOGISTS AND EDUCATIONAL RESEARCHERS. THE 6-WEEK CONFERENCE CENTERED ITS ACTIVITIES ON SUCH TOPICS AS LANGUAGE LEARNING, COMPUTER SIMULATION, INSTRUCTIONAL PROCEDURES DESIGN, ATTITUDE AND PERSONALITY DEVELOPMENT, AND CURRICULUM EVALUATION. LECTURES AND TALKS WERE OFFERED BY INSTRUCTORS AND VISITING CONSULTANTS. TOPICS DISCUSSED INCLUDED (1) LANGUAGE LEARNING, (2) COMPUTER SIMULATION OF INTELLECTUAL PROCESSES, (3) DESIGN OF INSTRUCTIONAL PROCEDURES AND EXPERIMENTATION ON LEARNING, (4) THE NATURE OF APTITUDE, ATTITUDE DEVELOPMENT AND CHANGE, (5) PERSONALITY DEVELOPMENT IN COLLEGE, AND (6) CURRICULUM EVALUATION. ONE OF THE CONCLUSIONS DRAWN WAS THAT A GENERAL ACQUAINTANCE WITH SIGNIFICANT CURRENT WORK WAS ACHIEVED. DEVELOPMENT OF COMPETENCE IN DEPTH, HOWEVER, WAS NOT AS SUCCESSFUL. IDENTIFICATION OF AREAS OF STUDY AND MOTIVATION TO DO RESEARCH WERE INDICATED AS ACCOMPLISHMENTS OF THE CONFERENCE. (RS)

ED 003 422 24

CONFERENCE ON COORDINATION OF ACCEPTED PROPOSALS FOR THE COOPERATIVE RESEARCH PROGRAM IN FIRST GRADE READING INSTRUCTION. FINAL REPORT.
BY- BOND, GUY L. DYKSTRA, ROBERT
MINNESOTA UNIV., MINNEAPOLIS
REPORT NUMBER CRP-F-062 PUB DATE 64
EDRS PRICE MF-$0.09 HC-$0.52 13P.

DESCRIPTORS- *CONFERENCES, *READING INSTRUCTION, *READING RESEARCH, *RESEARCH COMMITTEES, COOPERATIVE PROGRAMS, GRADE 1, MINNEAPOLIS, MINNESOTA, RESEARCH METHODOLOGY, RESEARCH PROBLEMS, RESEARCH PROJECTS,

A 1964 SUMMER CONFERENCE WAS HELD TO INFORM PROJECT DIRECTORS OF INDIVIDUAL RESEARCH CENTERS ABOUT INDEPENDENT RESEARCH PROJECTS IN FIRST-GRADE READING INSTRUCTION. IT WAS DESIGNED TO PRODUCE AWARENESS OF THE PROJECTS, TO GAIN AGREEMENT AND UNIFORMITY IN RESEARCH EFFORTS, TO APPRAISE RESEARCH DESIGNS, AND TO EXPLORE FURTHER PARTICIPATION IN COORDINATION OF ACTIVITY. COMMITTEES WERE ESTABLISHED TO PREPARE AND SUBMIT RECOMMENDATIONS CONCERNING COMMON PROCEDURES, DATA RECORDING TECHNIQUES, AND OTHER AREAS OF INTEREST. AGREEMENT WAS REACHED ON THE NEED FOR COMMON MEASURES AND PROCEDURES, AND FOR A COORDINATING CENTER. (RS)

ED 003 423 24

CONFERENCE TO IDENTIFY BROADENED ROLES FOR COLLEGE AND SECONDARY SCHOOL INDUSTRIAL ARTS PROGRAMS IN APPALACHIA AND TO PLAN PILOT EDUCATIONAL PROJECTS.
BY- ROWLETT, JOHN D.
EASTERN KENTUCKY STATE COLLEGE, RICHMOND
REPORT NUMBER CRP-F-061 PUB DATE 64
EDRS PRICE MF-$0.27 HC-$6.40 160P.

DESCRIPTORS- *CONFERENCES, *CURRICULUM DEVELOPMENT, *INDUSTRIAL ARTS, *SECONDARY EDUCATION, *TEACHER EDUCATION, APPALACHIA, INDUSTRIAL EDUCATION, KENTUCKY, KENTUCKY SCHOOL OF CRAFTS, RICHMOND,

A CONFERENCE ON APPALACHIA WAS HELD TO PROVIDE FOR--(1) THE PRESENTATION OF PAPERS BY CONSULTANTS AND OTHER SPECIALISTS, (2) TOURS OF HIGH SCHOOL AND COLLEGE INDUSTRIAL ARTS FACILITIES, AND (3) INTENSIVE COMMITTEE WORK FOR

DEVELOPING PROJECTS AND PILOT PROGRAMS. AFTER THE PRESENTATION OF PAPERS, PERIODS OF TIME WERE SET ASIDE FOR QUESTIONS AND DISCUSSION. FIVE COMMITTEES WERE FORMED AND CHARGED WITH THE FOLLOWING TASKS--(1) DEVELOP PILOT PROGRAMS IN THE CRAFTS FOR ADULTS WHO HAVE LEFT THE REGULAR SCHOOL, (2) DEVELOP PILOT PROGRAMS FOR HIGH SCHOOL STUDENTS WITH INTEREST AND TALENT FOR COTTAGE-TYPE, CRAFT INDUSTRIES, AND (3) RECOMMEND CURRICULUM CHANGES IN INDUSTRIAL ARTS TEACHER EDUCATION TO BETTER PREPARE TEACHERS TO FUNCTION IN THE BROADENED, CRAFT-ORIENTED PHASE OF INDUSTRIAL ARTS. ALL COMMITTEES PREPARED RECOMMENDATIONS. CONCLUSIONS WERE SUMMARIZED--(1) SECONDARY SCHOOL INDUSTRIAL ARTS PROGRAMS SHOULD ACCEPT A SHARED RESPONSIBILITY FOR PROMOTING CRAFT SKILLS, (2) PILOT PROGRAMS SHOULD BE DEVELOPED FOR IN-SCHOOL YOUTH, OUT-OF-SCHOOL YOUTH, AND ADULTS, (3) HIGH SCHOOL INDUSTRIAL ARTS TEACHERS NEED ADDITIONAL TRAINING, (4) THE INDUSTRIAL ARTS SHOP IN KENTUCKY SHOULD BECOME A SERVICE AND INSTRUCTIONAL CENTER, (5) INDUSTRIAL ARTS TEACHERS ASSOCIATIONS MUST PROVIDE SUPPORT, (6) AN ARTIST CRAFTSMAN SHOULD BE ADDED TO THE FACULTY OF TEACHER TRAINING INSTITUTIONS, (7) CURRICULUMS SHOULD UNDERGO A RIGOROUS REEXAMINATION, AND (8) THE KENTUCKY SCHOOL OF CRAFTS SHOULD BE ESTABLISHED. (HB)

ED 003 424 24

AN INDEPENDENT EVALUATION OF THE 1962 SUMMER INSTITUTE PROGRAM OF THE COMMISSION ON ENGLISH OF THE COLLEGE ENTRANCE EXAMINATION BOARD, WITH RECOMMENDATIONS FOR FUTURE INSTITUTES.
BY- GERBER, JOHN C.
IOWA UNIV., IOWA CITY
REPORT NUMBER CRP-6-004 PUB DATE 63
EDRS PRICE MF-$0.27 HC-$5.32 133P.

DESCRIPTORS- *ENGLISH, *EVALUATION, *HIGH SCHOOLS, *TEACHER EDUCATION, *UNIVERSITIES, COLLEGE ENTRANCE EXAMINATION BOARD (CEEB), INSTITUTE TYPE COURSES, IOWA, IOWA CITY, SUMMER PROGRAMS,

THE OBJECTIVES WERE TO EVALUATE THE 1962 SUMMER INSTITUTE PROGRAM OF THE COMMISSION ON ENGLISH OF THE COLLEGE ENTRANCE EXAMINATION BOARD (CEEB). EACH OF THE 20 INSTITUTES WAS EVALUATED SEPARATELY SINCE EACH WAS RELATIVELY INDEPENDENT. AS PART OF THE EFFORT, AN ATTEMPT WAS MADE TO EVALUATE THE EFFECT OF THE INSTITUTE TRAINING UPON THE PARTICIPANTS AFTER THEY HAD RETURNED TO THEIR CLASSROOMS. THE PROCEDURAL TASKS WERE (1) TO ESTABLISH CRITERIA FOR THE EVALUATION, (2) TO COLLECT DATA ON THE INSTITUTES THEMSELVES, AND (3) TO EVALUATE THE DATA IN TERMS OF THE CRITERIA. THE CONCLUSIONS REPORTED WERE--(1) INSTITUTES SHOULD AIM TO IMPROVE THE ACADEMIC PREPARATION AND TEACHING SKILLS OF THE PARTICIPANTS, (2) STAFF SHOULD INCLUDE A DIRECTOR, INDIVIDUAL COURSE INSTRUCTORS, A WORKSHOP SUPERVISOR, AND A PART-TIME SECRETARY, (3) PARTICIPANTS SHOULD BE SCREENED FOR HOMOGENEITY, (4) CURRICULUM SHOULD BE THE STANDARD ONE DEVISED BY CEEB, (5) DIAGNOSTIC TESTS SHOULD NOT BE NECESSARY, (6) PHYSICAL CHARACTERISTICS OF AN INSTITUTE SHOULD ACCOMMODATE THE LOCAL SITUATION, AND (7) FOLLOWUP VISITS SHOULD BE MADE BY THE WORKSHOP SUPERVISOR TO THE HIGH SCHOOLS DURING THE SECOND SEMESTER FOLLOWING THE INSTITUTE. TC)

ED 003 425 24

PROCEEDINGS OF THE ALLERTON PARK CONFERENCE ON RESEARCH IN THE TEACHING OF ENGLISH, DECEMBER 2-4, 1962.
BY- WASSON, RICHARD
ILLINOIS UNIV., URBANA
REPORT NUMBER CRP-6-006 PUB DATE 62
CONTRACT OEC-3-10-058
EDRS PRICE MF-$0.27 HC-$5.32 133P.

DESCRIPTORS- *COLLEGE INSTRUCTION, *CONFERENCES, *ENGLISH, *ORGANIZATION, *RESEARCH PROJECTS, ENGLISH CURRICULUM, ENGLISH INSTRUCTION, ILLINOIS, MONTICELLO, PROJECT ENGLISH, SEMINARS, TEACHER SEMINARS, URBANA,

ABOUT 80 CHAIRMEN OR OTHER REPRESENTATIVES FROM COLLEGE AND UNIVERSITY DEPARTMENTS OF ENGLISH WERE INVITED TO A SEMINAR AT ALLERTON PARK, MONTICELLO, ILLINOIS, DECEMBER 2-4, 1962. EFFORTS WERE MADE TO INSURE A GEOGRAPHICAL DISTRIBUTION, AS WELL AS REPRESENTATION FROM VARIOUS KINDS OF COLLEGES AND UNIVERSITIES. THE SPECIFIC CONCERN OF THE SEMINAR WAS WITH A PROGRAM KNOWN AS "PROJECT ENGLISH," ADMINISTERED BY THE U.S. OFFICE OF EDUCATION. FORMAL PROCEEDINGS, MOST OF THE PAPERS PRESENTED, NAMES OF THE PARTICIPANTS, AND RESOLUTIONS (REPRESENTING IN ALMOST EVERY INSTANCE THE UNANIMOUS OPINION OF THE PARTICIPANTS) ARE INCLUDED IN THIS REPORT. (JC)

ED 003 426 24

THE POLITICS OF EDUCATION IN THE LOCAL COMMUNITY.
BY- CAHILL, ROBERT S. HENCLEY, STEPHEN P.
ILLINOIS UNIV., URBANA
REPORT NUMBER CRP-6-007 PUB DATE 64
EDRS PRICE MF-$0.36 HC-$10.64 266P.

DESCRIPTORS- *CONFERENCES, *EDUCATIONAL ADMINISTRATION, *POLITICAL POWER, *SCHOOL COMMUNITY RELATIONSHIP, *SOCIAL VALUES, COMMUNITY AGENCIES (PUBLIC), COMMUNITY INVOLVEMENT, COMMUNITY STUDY, EDUCATIONAL RESEARCH, ILLINOIS, LOCAL ISSUES, POLITICAL ISSUES, POLITICAL SCIENCE, SOCIOLOGY, URBANA,

A CONFERENCE WAS HELD IN AUGUST 1963 TO EXPLORE THE POSSIBILITY OF JOINT SOCIAL INQUIRY BY THE THREE REPRESENTED DISCIPLINES OF POLITICAL SCIENCE, SOCIOLOGY, AND EDUCATIONAL ADMINISTRATION. THIS BOOK CONTAINS THE PROCEEDINGS AND RESULTS OF THE CONFERENCE. DISCUSSIONS WERE CENTERED ABOUT FOUR MAJOR SUBJECTS--(1) MAIN TRENDS IN COMMUNITY POWER RELATIONS WERE REPORTED AS THEY HAVE BEEN PERFORMED BY ACADEMICIANS AND PROFESSIONAL ADMINISTRATORS IN THE UNITED STATES DURING THE PAST 15 YEARS, (2) WAYS ARE SUGGESTED IN WHICH CURRENT RESEARCH CAN BE MODIFIED TO MAXIMIZE ITS UTILITY TO PROFESSIONAL EDUCATIONAL ADMINISTRATORS, (3) GUIDELINES WERE DETERMINED FOR THE FUTURE DEVELOPMENT OF RESEARCH IN COMMUNITY POLITICS AND EDUCATION, AND (4) WAYS ARE DISCUSSED IN WHICH THE THEORIST-RESEARCHER'S POLITICAL AND SOCIAL VALUES HELP TO SHAPE HIS CONCEPTS, THEORIES, OBSERVATIONS, AND CONCLUSIONS. (LP)

ED 003 427 24

PLANNING SEMINARS FOR A CURRICULUM REFORM PROGRAM IN SOCIAL STUDIES AND HISTORY.
BY- ZACHARIAS, JERROLD R. AND OTHERS

MASSACHUSETTS INST. OF TECH., CAMBRIDGE
REPORT NUMBER CRP-6-010 PUB DATE 65
CONTRACT OEC-3-10-097
EDRS PRICE MF-$0.09 HC-$1.44 36P.

DESCRIPTORS- *CURRICULUM DEVELOPMENT, *HISTORY, *POLICY, *SEMINARS, *SOCIAL STUDIES, CAMBRIDGE, CHANGING ATTITUDES, EDUCATIONAL POLICY, MASSACHUSETTS, POLICY FORMATION, PROGRAM DEVELOPMENT, PROGRAM PLANNING, UNITS OF STUDY (SUBJECT FIELDS),

DURING A 3-MONTH PERIOD (MARCH TO JUNE 1963) A GROUP OF SCHOLARS MET IN WEEKLY SESSIONS TO DISCUSS AND PLAN THE GENERAL STRUCTURE OF THE CURRICULUM REFORM PROGRAM AND THE SPECIFIC UNITS THAT MIGHT BECOME PARTS OF AN OVERALL DESIGN. THE COMMITTEE'S WORK DIVIDED ITSELF INTO FOUR CATEGORIES--(1) THE CREATION OF BASIC PRINCIPLES DRAWN FROM THE SOCIAL SCIENCES AND HISTORY WHICH WILL SERVE AS THE ORGANIZING STRUCTURE FOR THE SEQUENCE OF INSTRUCTIONAL UNITS TO BE PREPARED AS PART OF THE PROGRAM, (2) THE CREATION OF "GUT ASSUMPTIONS", ATTITUDES, AND VALUES THAT SURROUND THE BASIC PRINCIPLES AND PROVIDE ANOTHER PART OF THE ESSENTIAL STRUCTURE OF UNITS, (3) THE CREATION OF PEDAGOGICAL HYPOTHESES AND PROPOSED TECHNIQUES BY MEANS OF WHICH THE BASIC PRINCIPLES WOULD BE TRANSLATED INTO INSTRUCTIONAL MATERIALS AND UNITS, AND (4) THE CREATION OF SPECIFIC TRIAL UNITS BASED UPON ALL THE FOREGOING AND DESIGNED TO BE TESTED IN SCHOOLS AND REVISED AS EXPERIENCE IN THE SCHOOLS DICTATES. THE FIRST THREE CATEGORIES HAVE BEEN COMPLETED. THE FOURTH CATEGORY IS IN WORK. (HB)

ED 003 428 24

RESEARCH SEMINAR ON TEACHER EDUCATION.
BY- CHANDLER, B.J. AND OTHERS
NORTHWESTERN UNIV., EVANSTON, ILL.
REPORT NUMBER CRP-6-011 PUB DATE 63
EDRS PRICE MF-$0.27 HC-$7.28 182P.

DESCRIPTORS- *CITY PROBLEMS, *CULTURALLY DISADVANTAGED, *EDUCATIONAL RESEARCH, *SCHOOL SYSTEMS, *TEACHER EDUCATION, EVANSTON, GREAT CITIES RESEARCH COUNCIL, ILLINOIS,

A TEACHER EDUCATION SEMINAR WAS HELD IN CHICAGO, ILLINOIS, ON JUNE 8-16, 1963. PRESENT WERE SCHOOL OFFICIALS FROM 13 MAJOR CITIES, EDUCATORS FROM 16 COLLEGES AND UNIVERSITIES, A MEMBER OF THE U.S. OFFICE OF EDUCATION, AND THE EXECUTIVE SECRETARY OF THE GREAT CITIES RESEARCH COUNCIL. THREE PAPERS WERE PRESENTED--(1) "TEACHER EDUCATION FOR METROPOLITAN AREAS" (F.C. ROSECRANCE), (2) "PSYCHOLOGICAL RESEARCH ON TEACHER EDUCATION" (N.L. GAGE), AND (3) "ADMINISTRATIVE EXPERIMENTATION, INSTITUTIONAL RECORDS, AND NONREACTIVE MEASURES" (D.T. CAMPBELL). THE MAJOR TASK OF THE SEMINAR WAS THE IDENTIFICATION AND DESCRIPTION OF PROPOSALS FOR SIGNIFICANT RESEARCH IN THE SUBJECT AREA. THE MORE SIGNIFICANT PROPOSALS DEVELOPED DURING THE SEMINAR WERE--(1) "THE DEVELOPMENT AND EVALUATION OF SCHOOL-UNIVERSITY TRAINING CENTERS FOR THE PRESERVICE EDUCATION OF TEACHERS FOR GREAT CITIES," (2) "INDUCTION INTO SCHOOL OR INTERNSHIP TEACHING," (3) "THE DEVELOPMENT AND EVALUATION OF CURRICULUM MATERIALS FOR USE BY TEACHER EDUCATION INSTITUTIONS IN PROGRAMS FOR TEACHERS OF CHILDREN IN THE GREAT CITIES," (4) "THE ENCULTURATION OF THE NEW TEACHER INTO THE ESTABLISHED FACULTY," (5) "AN INVESTIGATION OF THE EFFECT OF THE MODIFIED ORGANIZATIONAL ROLE OF THE COLLEGE SUPERVISOR," (6) "MODEL BUILDING AND TESTING AS A RESEARCH APPROACH TO THE IDENTIFICATION OF SUCCESSFUL TEACHERS," (7) "THE RELATIONSHIP OF KNOWLEDGE OF THE SOCIAL MATRIX OF THE CULTURALLY DEPRIVED CHILD AND TEACHER EFFECTIVENESS," AND (8) "THE RELATIONSHIP OF MODELS AND IDENTIFICATION FIGURES TO THE BEHAVIOR OF CULTURALLY DEPRIVED PUPILS." (HB)

ED 003 429 24

SEMINAR IN MUSIC EDUCATION.
BY- PALISCA, CLAUDE V.
YALE UNIV., NEW HAVEN, CONN.
REPORT NUMBER CRP-6-013 PUB DATE 63
EDRS PRICE MF-$0.18 HC-$3.60 90P.

DESCRIPTORS- *CURRICULUM DEVELOPMENT, *MUSIC EDUCATION, *RESEARCH OPPORTUNITIES, *RESOURCE MATERIALS, *SEMINARS, CONNECTICUT, EDUCATIONAL PROBLEMS, MUSIC, MUSIC ACTIVITIES, NEW HAVEN,

A SEMINAR ON MUSIC EDUCATION WAS ORGANIZED TO BRING THE WIDEST POSSIBLE VARIETY OF MUSICAL COMPETENCE AND INTERESTS TO BEAR UPON PROBLEMS IN SCHOOL MUSIC. THE THREE CENTRAL PROBLEM AREAS PUT BEFORE THE SEMINAR WERE (1) DEVELOPMENT OF MUSICALITY THROUGH PLAYING, SINGING, AND CREATING MUSIC, AND THROUGH LISTENING AND EAR TRAINING, (2) CRITERIA FOR SELECTING REPERTORIES FOR PERFORMING AND LISTENING, AND (3) THE DEVELOPMENT OF UNDERSTANDING OF MUSICAL LITERATURE. A TOTAL OF 31 PARTICIPANTS AND 13 OBSERVERS - INCLUDING OUTSTANDING COMPOSERS, PERFORMERS, CONDUCTORS, MUSICOLOGISTS, CRITICS, TEACHERS, SCHOOL ADMINISTRATORS, AND MUSIC EDUCATORS - MET IN SMALL GROUP SECTIONS TO CONSIDER PREDETERMINED PROBLEM AREAS. EACH SECTION ISSUED A REPORT, WHICH WAS MODIFIED AFTER DISCUSSION IN PLENARY SESSIONS. EACH PARTICIPANT RECEIVED A DRAFT OF THE REPORT FOR COMMENT. BASED UPON THE REVISED DRAFTS, THE RESULTS ARE REPORTED IN 10 AREAS--MUSICALITY, REPERTORY, MUSIC AS LITERATURE, PERFORMING ACTIVITIES, COURSES FOR ADVANCED STUDENTS, MUSICIANS IN RESIDENCE, COMMUNITY RESOURCES, NATIONAL RESOURCES, AUDIOVISUAL AIDS, AND TEACHER-TRAINING AND RETRAINING. RECOMMENDATIONS ARE MADE FOR CURRICULUM DEVELOPMENT AND RESEARCH. (JC)

ED 003 430 24

CONFERENCE ON DEVELOPMENT OF CROSS-NATIONAL RESEARCH ON THE EDUCATION OF CHILDREN AND ADOLESCENTS.
BY- HESS, ROBERT D. AND OTHERS
CHICAGO UNIV.
REPORT NUMBER CRP-6-015 PUB DATE OCT 64
EDRS PRICE MF-$0.18 HC-$3.64 91P.

DESCRIPTORS- *ADOLESCENTS, *CHILD REARING, *COGNITIVE DEVELOPMENT, *CONFERENCES, *EDUCATIONAL RESEARCH, *INTERNATIONAL EDUCATION, *SOCIAL ATTITUDES, BRAZIL, CHICAGO, COMPARATIVE ANALYSIS, COMPARATIVE EDUCATION, ENGLAND, GERMANY, ILLINOIS, ITALY, MEXICO,

NINE FOREIGN RESEARCH CENTERS AND 9 UNITED STATES RESEARCH CENTERS WERE REPRESENTED BY 24 INVESTIGATORS AT A CROSS-NATIONAL CONFERENCE IN CHICAGO, ILLINOIS, ON FEBRUARY 20-28, 1964. OBJECTIVES OF THE CONFERENCE WERE--(1) TO

EXAMINE THE IMPLICATIONS OF CONTEMPORARY RESEARCH FOR EDUCATION, (2) TO PLAN NEW PROJECTS WITH PARTICULAR RELEVANCE FOR EDUCATION, AND (3) TO COMMUNICATE THE RESULTS OF THIS CONFERENCE TO A WIDER AUDIENCE IN ORDER TO STIMULATE INTEREST AND ADDITIONAL RESEARCH. A WORK GROUP ON CHILD-REARING PRACTICES SUGGESTED THAT THE PROBLEM OF OBTAINING COMPARABLE CROSS-NATIONAL DATA IN A SYSTEMATIC WAY BE APPROACHED BY SETTING UP TWO KINDS OF STRUCTURES UNDER INTERNATIONAL SPONSORSHIP--(1) A FEDERATION OF 7 TO 12 NEWLY DEVELOPED RESEARCH FACILITIES IN STRATEGICALLY SELECTED AREAS OF THE WORLD, AND (2) A RELATED, BUT MORE LOOSELY FEDERATED, AND PROBABLY LESS RECIPROCALLY OPERATED, STRING OF ABOUT 30 RESEARCH FACILITIES IN ALREADY EXISTING CENTERS OF LEARNING AND RESEARCH. THE WORK GROUP ON DEVELOPMENT OF SOCIAL ATTITUDES DEVELOPED A PLAN FOR CROSS-CULTURAL INVESTIGATION TO BE INSTITUTED IN THE UNITED STATES, GERMANY, ITALY, MEXICO, BRAZIL, AND POSSIBLY ENGLAND ON VARIOUS SPECIFIED AREAS OF BEHAVIOR. THE WORK GROUP ON COGNITIVE DEVELOPMENT DISCUSSED CURRENT RESEARCH PROJECTS PERTAINING TO DEVELOPMENT OF THE CHILD'S COGNITIVE FUNCTIONING AND VALUE CONCEPTS. (JM)

ED 003 431 24

SEMINAR ON SCHOOL CURRICULA FOR INSTRUCTION IN THE BILL OF RIGHTS.
BY- PEYSER, MINNA P. AND OTHERS
COLORADO UNIV., BOULDER
REPORT NUMBER CRP-G-018 PUB DATE 63
EDRS PRICE MF-$0.27 HC-$7.64 191P.

DESCRIPTORS- *AMERICAN GOVERNMENT (COURSE), *CASE STUDIES (EDUCATION), *CIVIL RIGHTS, *CONSTITUTIONAL HISTORY, *CURRICULUM RESEARCH, *SEMINARS, AMERICAN HISTORY, BILL OF RIGHTS, BOULDER, CIVICS, COLORADO, CURRICULUM DEVELOPMENT, FEDERAL COURT LITIGATION, FEDERAL LAWS, METHODOLOGY,

TO DETERMINE A COMPREHENSIVE AND CONCEPTUAL STRUCTURE AS A BASIS FOR AN IMPROVED CURRICULUM IN STUDYING THE BILL OF RIGHTS, A SEMINAR OF LEADING SCHOLARS WAS CONVENED. PRIOR TO THE SEMINAR, POSITION PAPERS WERE SUBMITTED BY THE HISTORIANS, LAW PROFESSORS, AND EDUCATORS WHO PARTICIPATED. IN TRYING TO PROVIDE A MORE COMPLETE UNDERSTANDING FOR STUDENTS THE CONCEPTS OF LIBERTY, EQUALITY, AND JUSTICE PARTICIPANTS AGREED THAT PRESENTATION BY CASE STUDY WOULD BE THE MOST EFFECTIVE INSTRUCTIONAL METHOD AND THAT STUDENTS SHOULD BE PRESENTED WITH VITAL AND CONTEMPORARY PROBLEMS CONCERNING THE BILL OF RIGHTS. FURTHER SEMINARS WERE RECOMMENDED TO CONSIDER THE PRODUCTION OF TEXTUAL MATERIALS FOR STUDENTS AND TEACHERS. (PM)

ED 003 432 24

INSTRUCTIONAL HANDBOOK FOR EDUCATIONAL PSYCHOLOGISTS.
BY- DELLA-PIANA, GABRIEL AND OTHERS
ILLINOIS UNIV., URBANA, COLL. OF EDUCATION
REPORT NUMBER CRP-G-019 PUB DATE 64
EDRS PRICE MF-$0.18 HC-$4.40 110P.

DESCRIPTORS- *COMMITTEES, *EDUCATIONAL PSYCHOLOGY, *INSTRUCTIONAL MATERIALS, *RESOURCE MATERIALS, *TEACHING GUIDES, AMERICAN PSYCHOLOGICAL ASSOCIATION, CURRICULUM PLANNING, ILLINOIS, PSYCHOLOGY, REFERENCE MATERIALS, TEACHING, TEACHING METHODS, TEXTBOOK PUBLICATIONS, URBANA,

UNDER THE CHAIRMANSHIP OF R. STEWART JONES, ALONG WITH THE EXECUTIVE COMMITTEE OF DIVISION 15 OF THE AMERICAN PSYCHOLOGICAL ASSOCIATION, A COMMITTEE WAS ESTABLISHED TO STUDY THE IMPROVEMENT OF TEACHING EDUCATIONAL PSYCHOLOGY. THE COMMITTEE SAW A USEFUL PURPOSE IN A HANDBOOK THAT WOULD SUMMARIZE RESOURCE MATERIALS AND THE CREATIVE METHODS AND MATERIALS BEING USED IN THIS COURSE IN VARIOUS INSTITUTIONS. A SYSTEMATIC MEANS OF SHARING THE BEST EXERCISES, RESOURCES, AND METHODS THAT EACH INSTITUTION HAD DEVELOPED WAS THE MAJOR PURPOSE OF THIS EFFORT. MEMBERS OF THE COMMITTEE THROUGH PERSONAL LETTERS TO EDUCATIONAL PSYCHOLOGISTS AT OVER 100 UNIVERSITIES AND THROUGH AN APPEAL IN THE DIVISION 15 NEWSLETTER SOLICITED MATERIALS AND IDEAS. THE RESULT WAS AN INSTRUCTIONAL HANDBOOK FOR EDUCATIONAL PSYCHOLOGISTS. IT IS ORGANIZED IN TWO PARTS. PART ONE PRESENTS RESOURCE MATERIALS FOR THE TEACHER OF EDUCATIONAL PSYCHOLOGY (SUCH AS REFERENCE AND TEACHING MATERIALS, REVIEWS OF EDUCATIONAL RESEARCH, PUBLISHING HOUSES, JOURNALS, TEXTBOOKS AND RESEARCH SUPPORT, FOR EXAMPLE). PART TWO PRESENTS METHODS, EXERCISES, AND OTHER TEACHING MATERIALS (SUCH AS COURSE PROJECTS, METHODS OF INSTRUCTION, LABORATORY EXERCISES, AND RESEARCH SUGGESTIONS, FOR EXAMPLE). (JC)

ED 003 433 24

EDUCATION OF THE DEPRIVED AND SEGREGATED, SEMINAR ON EDUCATION FOR CULTURALLY DIFFERENT YOUTH, CONDUCTED BY BANK STREET COLLEGE OF EDUCATION, DEDHAM, MASSACHUSETTS, SEPTEMBER 3-15, 1963.
BY- SCHWARZ, E. TERRY STERN, VIRGINIA
BANK STREET COLL. OF EDUCATION, NEW YORK, N.Y.
REPORT NUMBER CRP-G-021 PUB DATE 63
EDRS PRICE MF-$0.18 HC-$2.84 71P.

DESCRIPTORS- *CULTURALLY DISADVANTAGED, *DISADVANTAGED ENVIRONMENT, *DISADVANTAGED YOUTH, *RESEARCH OPPORTUNITIES, *SEMINARS, CULTURAL ENRICHMENT, DEDHAM, EDUCATIONAL ENVIRONMENT, ETHNIC DISTRIBUTION, MASSACHUSETTS, NEW YORK, NEW YORK CITY, RACIAL SEGREGATION, SOCIAL CLASS,

THIS REPORT SUMMARIZES THE MAJOR FINDINGS, ISSUES, STRATEGIES, AND PROJECTS WHICH EMANATED FROM A SEMINAR ON THE EDUCATION OF DEPRIVED AND SEGREGATED CHILDREN AND YOUTH HELD AT DEDHAM, MASSACHUSETTS, SEPTEMBER 3-15, 1963. FOUR HIGHLY INTERRELATED SOURCES OF EDUCATIONAL FAILURE WERE IDENTIFIED--(1) THE QUALITY OF FAMILY AND COMMUNITY LIFE, (2) SOCIAL CLASS, RACIAL, AND ETHNIC PATTERNS, (3) THE TECHNOLOGICAL-ECONOMIC FACTOR, AND (4) THE CAPACITY OF THE SCHOOLS FOR CREATIVE CHANGE. THE SEMINAR WENT ON RECORD AS RECOGNIZING THE EXISTENCE OF EDUCATIONAL DISASTER AREAS OF SUCH MAGNITUDE AND INTENSITY AS TO CONSTITUTE ONE OF THE GRAVEST EMERGENCIES FACING THE NATION. (LP)

ED 003 434 24

SEMINAR ON HUMAN DEVELOPMENT AND EDUCATION.
BY- TATUM, CARL D.
KENTUCKY UNIV., LEXINGTON
REPORT NUMBER CRP-G-026 PUB DATE 64
EDRS PRICE MF-$0.18 HC-$3.28 82P.

DESCRIPTORS- *CHILD DEVELOPMENT, *COGNITIVE DEVELOPMENT, *PRESCHOOL EDUCATION, *SEMINARS, *TEACHER EDUCATION, GROWTH PATTERNS, INSERVICE TEACHER EDUCATION, INTERPERSONAL

RELATIONSHIP, KENTUCKY, LEXINGTON, STUDENT TEACHER RELATIONSHIP,

CHILD DEVELOPMENT TOPICS RELATING TO PRESERVICE AND INSERVICE TEACHER EDUCATION WERE DISCUSSED BY 38 COLLEGE TEACHER PARTICIPANTS AND CONSULTANTS DURING A SEMINAR HELD IN LEXINGTON, KENTUCKY, AUGUST 16-28, 1964. THE FOLLOWING PAPERS WERE PUBLISHED--(1) THE BACKGROUND OF PHYSICAL GROWTH--PRINCIPLES AND CONCEPTS, (2) THE CONTROVERSIAL ASPECTS OF NURSERY EDUCATION AND CHILD DEVELOPMENT--POTENTIAL PROBLEMS FOR THE FUTURE, (3) EDUCATION AND THE INTERPERSONAL IMPACT--IMPLICATIONS FROM PSYCHOTHERAPY AND COUNSELING RESEARCH, AND (4) FACTORS THAT INFLUENCE DEVELOPMENT, LEARNING, AND BEHAVIOR. THE PARTICIPANTS CONCLUDED THAT THE SEMINAR MET THE GENERAL OBJECTIVES OF (1) DEVELOPING A STRONGER IDENTIFICATION WITH THE FIELD OF CHILD DEVELOPMENT AND (2) ATTAINING A HEIGHTENED AWARENESS OF THE CONTRIBUTION WHICH STUDY IN THE FIELD MAKES TO THE TRAINING OF TEACHERS. (JM)

ED 003 435 24

A RESEARCH AND DEVELOPMENT ACTIVITY RELATED TO HIGH PRIORITY AREAS IN SCHOOL PERSONNEL ADMINISTRATION.
BY- MOORE, HAROLD E. AND OTHERS
ARIZONA STATE UNIV., TEMPE, COLL. OF EDUCATION
REPORT NUMBER CRP-6-034 PUB DATE 30 JUN 65
GRANT OEG-5-10-134
EDRS PRICE MF-$0.27 HC-$6.72 168P.

DESCRIPTORS- *ADMINISTRATOR RESPONSIBILITY, *ADMINISTRATOR ROLE, *EDUCATIONAL RESEARCH, *RESEARCH OPPORTUNITIES, *SEMINARS, ADMINISTRATION, ADMINISTRATIVE PERSONNEL, ARIZONA, RESEARCH METHODOLOGY, RESEARCH PROBLEMS, RESEARCH PROJECTS, TEMPE,

A RESEARCH AND DEVELOPMENT ACTIVITY WAS CONDUCTED (1) TO NARROW AND BRIDGE THE GAP BETWEEN EXISTING RESEARCH AND PRACTICE IN SCHOOL PERSONNEL ADMINISTRATION AND (2) TO IDENTIFY NEEDED RESEARCH. THE 6-DAY SEMINAR, WHICH WAS CONDUCTED IN NOVEMBER 1964 FOR 30 PARTICIPANTS SERVED AS THE VEHICLE FOR ACCOMPLISHING THE OBJECTIVES. FIVE MAJOR AREAS OF NEEDED RESEARCH WERE IDENTIFIED--(1) STAFF PARTICIPATION IN POLICY MAKING AND PLANNING, (2) LEADERSHIP DEVELOPMENT AND SELECTION, (3) TEACHER ORGANIZATION ROLE AND RELATIONSHIPS, (4) TEACHER MORALE AND JOB SATISFACTION, AND (5) CONCEPTUAL FRAMEWORK IN SCHOOL PERSONNEL ADMINISTRATION. (AL)

ED 003 436 24

A SEMINAR ON COMMUNICATIONS RESEARCH FINDINGS AND THEIR IMPLICATIONS FOR SCHOOL-COMMUNITY RELATIONS PROGRAMS.
BY- KINDRED, LESLIE W. FEHR, GEORGE N., JR.
TEMPLE UNIV., PHILADELPHIA, PA., COLL.OF EDUCATION
REPORT NUMBER CRP-6-037 PUB DATE 65
EDRS PRICE MF-$0.36 HC-$9.60 240P.

DESCRIPTORS- *AUDIOVISUAL INSTRUCTION, *COMMUNICATIONS, *COMMUNITY, *RESEARCH, *SEMINARS, EDUCATIONAL ADMINISTRATION, MASS MEDIA, MEDIA RESEARCH, PENNSYLVANIA, PHILADELPHIA, RESEARCH OPPORTUNITIES, RESEARCH PROBLEMS, RESEARCH PROJECTS, SCHOOL COMMUNITY RELATIONSHIP, SPECIALISTS,

A 3-DAY SEMINAR BROUGHT TOGETHER 40 RESEARCH SPECIALISTS IN COMMUNICATIONS, DIRECTORS OF SCHOOL-COMMUNITY RELATIONS, SCHOOL SUPERINTENDENTS, AND PROFESSORS OF EDUCATIONAL ADMINISTRATION. OBJECTIVES OF THE SEMINAR WERE--(1) TO REVIEW AND SYNTHESIZE SOME OF THE OUTSTANDING RESEARCH IN MASS COMMUNICATION MEDIA, (2) TO POINT OUT THE IMPLICATIONS OF THE RESEARCH FINDINGS FOR USE IN SCHOOL-COMMUNITY RELATIONS PROGRAMS, AND (3) TO IDENTIFY NEEDED RESEARCH STUDIES IN MASS COMMUNICATION MEDIA, AND ESPECIALLY WITH REFERENCE TO SCHOOL-COMMUNITY RELATIONS. PAPERS ON RESEARCH STUDIES IN SOCIOLOGY, SOCIAL PSYCHOLOGY, POLITICAL SCIENCE, JOURNALISM, AND COMMUNICATION ARTS WITH SPECIAL REFERENCE TO AUDIOVISUAL MEDIA WERE PRESENTED. EACH PAPER WAS FOLLOWED BY ANOTHER POINTING OUT IMPLICATIONS OF THE RESEARCH FOR USE IN SCHOOL-COMMUNITY RELATIONS PROGRAMS. EACH PARTICIPANT PREPARED A PAPER ON NEEDED RESEARCH IN SCHOOL-COMMUNITY RELATIONSHIPS. THIS FINAL REPORT PRESENTS THE PRINCIPAL PAPERS OF THE SEMINAR, ORGANIZED IN THREE PARTS--(1) MASS COMMUNICATIONS RESEARCH, (2) IMPLICATIONS FOR SCHOOL-COMMUNITY RELATIONS, AND (3) NEEDED RESEARCH. LISTED ARE 279 REFERENCES. (JC)

ED 003 437 24

EVALUATION AND SELECTION INSTRUMENTS IN TEACHER EDUCATION PROGRAMS.
BY- FARR, S. DAVID
STATE UNIV. OF N.Y., BUFFALO
REPORT NUMBER CRP-S-005 PUB DATE 64
EDRS PRICE MF-$0.36 HC-$8.76 219P.

DESCRIPTORS- *COLLEGE PROGRAMS, *SURVEYS, *TEACHER EDUCATION, *TESTING PROGRAMS, *TESTS, ACHIEVEMENT TESTS, AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION, APTITUDE TESTS, ATTITUDE TESTS, BUFFALO, COGNITIVE TESTS, COLLEGE ENTRANCE EXAMINATIONS, DIAGNOSTIC TESTS (EDUCATION), INTELLIGENCE TESTS, INTEREST TESTS, MEASUREMENT INSTRUMENTS, NEW YORK, QUESTIONNAIRES, STUDENT TESTING, TEACHERS COLLEGES, TEST CONSTRUCTION, TEST RESULTS,

A SURVEY INSTRUMENT DESIGNED TO PROVIDE FOR THE REPORTING OF THE ADMINISTRATION OF TESTS AND THE USE MADE OF TEST SCORES WAS MAILED TO THE 664 MEMBER INSTITUTIONS OF THE AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION. THE MAJOR OBJECTIVES OF THE SURVEY WERE TO (1) DETERMINE THE SCOPE OF THE ADMINISTRATION OF TESTS TO STUDENTS IN TEACHER EDUCATION PROGRAMS, (2) DETERMINE THE USE MADE OF TEST RESULTS AT THE VARIOUS INSTITUTIONS, AND (3) DISCOVER EXPERIMENTAL EFFORTS RELATING TO THE MEASUREMENT PROBLEMS OF TEACHER EDUCATION. THE QUESTIONNAIRES RETURNED BY 443 INSTITUTIONS BECAME THE BASIS OF THE ANALYSIS. TWO BASIC SUMMARIES OF THE DATA WERE MADE. THE FIRST SUMMARY WAS ORGANIZED BY TEST TITLE AND PROVIDED FOR EACH TEST THE NUMBER OF INSTITUTIONS USING THE TEST AND AN ESTIMATE OF THE NUMBER OF STUDENTS INVOLVED. THE SECOND SUMMARY WAS ORGANIZED IN TERMS OF THE VARIOUS DECISIONS IN WHICH THE TEST SCORES WERE USED. REPORTED USE OF TESTS WAS GENERALLY CONSISTENT WITH THE INTENTIONS OF THE TEST AUTHORS AND PUBLISHERS. (JC)

ED 003 438 24

PREPARATORY STUDY FOR A HIGH SCHOOL CURRICULUM IN THE FINE ARTS FOR ABLE STUDENTS.
BY- RICE, NORMAN L.
CARNEGIE INST. OF TECH., PITTSBURGH, PA.

REPORT NUMBER CRP-H-188 PUB DATE 64
EDRS PRICE MF-$0.09 HC-$1.04 26P.

DESCRIPTORS- *ABLE STUDENTS, *CURRICULUM DEVELOPMENT, *FINE ARTS, *INSTRUCTIONAL MATERIALS, *TEACHER EXPERIENCE, CULTURAL ENRICHMENT, GIFTED, HIGH SCHOOL STUDENTS, PENNSYLVANIA, PITTSBURGH,

THIS PRELIMINARY STUDY WAS DIRECTED TOWARD (1) DEVELOPING A RATIONALE AND SERIES OF COURSES FOR A 5-YEAR PROGRAM IN THE FINE ARTS FOR ABLE STUDENTS IN SECONDARY SCHOOLS, (2) FINDING WAYS TO RELATE THE EXPERIENCES IN THE ARTS TO OTHER CURRICULAR EXPERIENCES, AND (3) DEVELOPING WAYS TO PREPARE TEACHERS FOR THE NEW FINE ARTS CURRICULUM. A SERIES OF MEETINGS BROUGHT TOGETHER CONSULTANTS, COLLEGE REPRESENTATIVES, AND PUBLIC SCHOOL OFFICIALS. AS A RESULT OF THE MEETINGS, TWO WORKING PAPERS ON FINE ARTS INSTRUCTION WERE DEVELOPED. (THEY ARE PRESENTED IN THE APPENDIXES OF THE REPORT.) OTHER MEETINGS OF EXPERIENCED TEACHERS WERE DIRECTED TOWARD FEASIBILITY STUDIES, PROCEDURAL PLANNING, AND DEVELOPMENT OF TEACHING METHODS. THE EXPERIENCED TEACHERS REPORTED THAT--(1) A VALID AND MEANINGFUL PROGRAM IN THE FINE ARTS COULD BE DEVELOPED, AND (2) SUCH A PROGRAM WOULD HAVE SIGNIFICANT VALUE IN AIDING YOUNG PEOPLE TO UNDERSTAND THE FUNCTION OF THE ARTS IN AMERICAN SOCIETY. IN THE TIME AVAILABLE, THE OVERALL PROGRAM COULD NOT BE DEVELOPED IN DETAIL. THE DEVELOPMENTAL PROGRAM CONDUCTED WAS IN THREE PHASES--(1) VALIDITY OF WORKING PAPER OBJECTIVES, (2) BASES FOR CURRICULUM DEVELOPMENT, AND (3) STEPS NECESSARY TO DEVELOP CLASSROOM MATERIALS. (JC)

ED 003 439 24
SOUTHWESTERN STATES DEVELOPMENTAL PROJECT RELATING TO EDUCATIONAL NEEDS OF ADULT AGRICULTURAL MIGRANTS.
BY- ORR, CALVIN R. AND OTHERS
COLORADO STATE DEPT. OF EDUCATION, DENVER
REPORT NUMBER CRP-K-005 PUB DATE 65
EDRS PRICE MF-$0.18 HC-$3.68 92P.

DESCRIPTORS- *EDUCATION, *MIGRANT PROBLEMS, *MIGRANT WORKERS, *MIGRANT YOUTH, *MIGRATION PATTERNS, ADAMS STATE COLLEGE, ARIZONA, ARIZONA STATE UNIVERSITY, COLORADO, DENVER, MEXICAN AMERICAN, MIGRANT ADULT EDUCATION, MIGRANTS, NEW MEXICO, STATE DEPARTMENT OF EDUCATION, TEXAS, UNIVERSITY OF NEW MEXICO, UNIVERSITY OF TEXAS,

A STUDY WAS CONDUCTED TO IDENTIFY THE CIRCUMSTANCES AND NEEDS OF ADULT MIGRANT AGRICULTURAL WORKERS AND TO DETERMINE THE EDUCATIONAL TREATMENT OF THESE NEEDS. THE STATE DEPARTMENTS OF EDUCATION OF ARIZONA, COLORADO, NEW MEXICO, AND TEXAS PLUS THE COLLEGES OF EDUCATION OF ARIZONA STATE UNIVERSITY, UNIVERSITY OF NEW MEXICO, UNIVERSITY OF TEXAS, AND ADAMS STATE COLLEGE (COLORADO) COOPERATIVELY CONDUCTED THE STUDY. RESEARCH ASSISTANTS FROM EACH STATE WERE SELECTED. MEETINGS WERE HELD REGULARLY AND RESEARCH DUTIES DELINEATED. THE FOUR INDIVIDUAL STATE REPORTS WERE THEN DRAWN TOGETHER TO PRESENT A COMPREHENSIVE PICTURE OF THE MIGRANCY PROBLEM AND THE EDUCATIONAL IMPLICATIONS. THE MAJOR FINDINGS ARE DISCUSSED UNDER THESE HEADINGS--(1) AMOUNT OF MIGRANCY, (2) NEW TRENDS IN MIGRANCY, (3) THE COMPOSITION OF THE MIGRANT GROUP, (4) THE CULTURE OF MIGRANTS, AND (5) THE EDUCATION OF MIGRANTS. CONCLUSIONS STATE (1) THE PROBLEMS OF MIGRANCY ARE BASICALLY CENTERED ON POVERTY, (2) MIGRANT PROBLEMS MUST BE ATTACKED IN SPECIFIC AREAS PRIMARILY WITH EDUCATION, (3) SPECIAL COUNSELING, EMPLOYMENT, HEALTH AND RECREATIONAL SERVICES, AND COMMUNITY EDUCATION PROGRAMS MUST BE PROVIDED, AND (4) THE MIGRANT PROBLEMS SHOULD BE ATTACKED WITH A COOPERATIVE FOUR-STATE APPROACH. (AL)

ED 003 440 24
CREATIVITY AND HIGH SCHOOL CLIMATE.
BY- WALKER, WILLIAM J.
SYRACUSE UNIV., N.Y.
REPORT NUMBER CRP-S-004 PUB DATE 64
CONTRACT OEC-4-10-079
EDRS PRICE MF-$0.27 HC-$7.16 179P.

DESCRIPTORS- *CLASSROOM ENVIRONMENT, *CREATIVITY, *CREATIVITY RESEARCH, *ENVIRONMENTAL INFLUENCES, COMPARATIVE ANALYSIS, CONVENTIONAL INSTRUCTION, CREATIVE TEACHING, EDUCATIONAL RESEARCH, HIGH SCHOOL STUDENTS, HIGH SCHOOLS, NEW YORK, SYRACUSE,

THIS PROJECT WAS DESIGNED TO STUDY THE CHARACTERISTICS OF A HIGHLY CREATIVE SCHOOL AS OPPOSED TO A TRADITIONAL SCHOOL. FOUR HIGH SCHOOLS OF COMPARABLE SOCIOECONOMIC AND STUDENT ABILITY LEVEL WERE INVOLVED. TWO WERE JUDGED TO BE OF THE HIGHLY CREATIVE TYPE. THE STUDENTS WERE GIVEN VARIOUS TESTS, AND CLASSES WERE OBSERVED. THE FINDINGS SHOWED THE FOLLOWING CHARACTERISTICS OF CREATIVE SCHOOLS--(1) HIGH ASPIRATION LEVEL AND INTELLECTUAL CLIMATE, (2) LESS AUTHORITARIAN, BUT NOT LESS RATIONAL, TEACHER DIRECTION, AND (3) STIMULATING AND ORIGINAL CLASSROOM BEHAVIOR ON THE PART OF THE TEACHERS. SUGGESTED AIMS FOR AN EXTENSION OF THE PRESENT STUDY INCLUDE PROJECTS FOR COMPARISON OF CREATIVE STUDENT PRODUCTIVITY AS WELL AS FURTHER INVESTIGATION INTO THE NATURE OF CREATIVITY AND OF THE RELATIONSHIP OF THE SCHOOL ENVIRONMENT TO THE DEVELOPMENT OF CREATIVITY. (PM)

ED 003 441 24
STUDENT TEACHER PERSONALITY CHANGE AS A FUNCTION OF THE PERSONALITIES OF SUPERVISING AND COOPERATING TEACHERS.
BY- BILLS, ROBERT E. AND OTHERS
ALABAMA UNIVERSITY, UNIVERSITY, COLL. OF EDUCATION
REPORT NUMBER CRP-S-020 PUB DATE 31 AUG 64
EDRS PRICE MF-$0.09 HC-$2.04 51P.

DESCRIPTORS- *ATTITUDE TESTS, *PERSONALITY CHANGE, *STUDENT TEACHERS, *TEACHER ATTITUDES, ALABAMA, COLLEGE STUDENT PROBLEMS Q SORT, COLLEGE TEACHER PROBLEMS Q SORT, INTERPERSONAL RELATIONSHIP, PERSONALITY ASSESSMENT, PSYCHOLOGICAL TESTS, TEACHERS PROBLEMS Q SORT, UNIVERSITY,

THE PURPOSE OF THIS STUDY WAS TO INVESTIGATE THE RELATIONSHIP BETWEEN CHANGES IN OPENNESS TO EXPERIENCE OF STUDENT TEACHERS AND THE OPENNESS OF THEIR COOPERATING TEACHERS AND COLLEGE SUPERVISORS. THE STUDENT TEACHERS COMPLETED THE COLLEGE STUDENT PROBLEMS Q-SORT TO MEASURE THEIR OPENNESS AND CHANGES IN OPENNESS DURING STUDENT TEACHING. COOPERATING TEACHERS AND COLLEGE SUPERVISORS COMPLETED THE TEACHERS PROBLEMS Q-SORT AND THE COLLEGE TEACHER PROBLEMS Q-SORT TO MEASURE THEIR OPENNESS CHARACTERISTICS. THE STUDY INDICATED THAT NEGATIVE CHANGES IN OPENNESS OCCURRED IN THE STUDENT TEACHERS DURING THE STUDENT

TEACHING PERIOD. THE SIGNIFICANT NEGATIVE CHANGES IN OPENNESS AMONG STUDENT TEACHERS WERE GREATER FOR THOSE WHO WERE MORE OPEN TO EXPERIENCE AT THE BEGINNING OF STUDENT TEACHING. THE NEGATIVE CHANGES IN THE STUDENT TEACHERS WERE RELATED SIGNIFICANTLY TO THE OPENNESS OF THEIR COOPERATING TEACHERS BUT NOT TO THE OPENNESS OF THEIR COLLEGE SUPERVISORS. CHANGES IN OPENNESS OF STUDENT TEACHERS WERE SIGNIFICANTLY RELATED TO OPENNESS QUALITIES OF THE COOPERATING TEACHERS BUT NOT TO THE PERCEIVED QUALITIES. HOWEVER, NO SIGNIFICANT RELATIONSHIPS IN CHANGE OF OPENNESS OF STUDENT TEACHERS OCCURRED WHEN THESE CHANGES WERE EXAMINED AS FUNCTIONS OF THE ORIGINAL DEGREE OF OPENNESS OF THE STUDENT, HIS COOPERATING TEACHER, OR HIS SUPERVISING TEACHER. (PM)

ED 003 442 24

VARIABLES RELATED TO OUTCOMES OF TEST INTERPRETATION.
BY- OHLSEN, MERLE M. AND OTHERS
ILLINOIS UNIV., URBANA, COLL. OF EDUCATION
REPORT NUMBER CRP-S-024 PUB DATE 64
EDRS PRICE MF-$0.18 HC-$3.88 97P.

DESCRIPTORS- *COUNSELING, *ELEMENTARY SCHOOL STUDENTS, *HIGH SCHOOL STUDENTS, *STANDARDIZED TESTS, *TEST INTERPRETATION, ILLINOIS, SELF CONCEPT, SELF EVALUATION, TEACHER EVALUATION, URBANA,

THIS THREE-PART STUDY WAS CONCERNED WITH THE MANNER IN WHICH CERTAIN VARIABLES SEEMED TO BE RELATED TO THE OUTCOMES OF TEST INTERPRETATION AND TO STUDENTS' PERCEPTION OF THEMSELVES AND THEIR TEACHERS' PERCEPTION OF THEM. PART ONE WAS CONCERNED WITH THE OUTCOMES OF TEST INTERPRETATION AS RELATED TO SUCH FACTORS AS (A) COUNSELOR WHO INTERPRETED THE TEST SCORES, (B) SCHOOL MARKS, (C) SELF-ESTIMATES, (D) ACCURACY OF SELF-ESTIMATES, (E) FATHER'S OCCUPATIONAL LEVEL, (F) FATHER'S EDUCATIONAL LEVEL, (G) MOTHER'S EDUCATIONAL LEVEL AND OTHERS. PART TWO WAS CONCERNED WITH FACTORS ASSOCIATED WITH TEACHER OVER- AND UNDER-ESTIMATION OF STUDENTS' INTELLECTUAL ABILITY. PART THREE INVESTIGATED THE RELATIONSHIP BETWEEN TEACHERS' ESTIMATES OF INTELLECTUAL ABILITY AND THE STUDENTS' SELF-ESTIMATES. DATA WERE USED FROM A PREVIOUS COOPERATIVE RESEARCH PROJECT (NUMBER 1344) ON 703 STUDENTS IN GRADES 5, 7, 9, AND 11 FROM 5 RURAL SCHOOL DISTRICTS. FINDINGS COULD BE USED BY COUNSELORS TO BETTER UNDERSTAND STUDENTS' BEHAVIOR AND TO HELP COUNSELORS DEAL WITH STUDENTS' REACTION TO WHAT THEY LEARN ABOUT THEMSELVES. IN PARTICULAR, THESE RESULTS SUGGEST THAT COUNSELORS SPEND MORE TIME WITH THE UNDERESTIMATORS. (JM)

ED 003 443 24

TEACHER AIDE SERVICE AS A MEANS OF ENRICHING A SOPHOMORE COURSE IN EDUCATIONAL PSYCHOLOGY.
BY- LANG, GERHARD HOCHMAN, IRVIN
FAIRLEIGH DICKINSON UNIV., TEANECK, N.J.
REPORT NUMBER CRP-S-028 PUB DATE 64
EDRS PRICE MF-$0.27 HC-$7.40 185P.

DESCRIPTORS- *EDUCATIONAL METHODS, *EDUCATIONAL PSYCHOLOGY, *PRESERVICE EDUCATION, *TEACHER EDUCATION, EDUCATIONAL IMPROVEMENT, EDUCATIONAL RESEARCH, NEW JERSEY, STUDENT TEACHING, TEACHER AIDE PROGRAM (TAP), TEACHER AIDES, TEANECK,

TO DETERMINE THE EXTENT TO WHICH CLASSROOM TEACHING EXPERIENCE CAN MAKE EDUCATIONAL PSYCHOLOGY A MORE USEFUL COURSE, A TEACHER AIDE PROGRAM WAS ESTABLISHED TO PROVIDE LABORATORY EXPERIENCE FOR STUDENTS ENROLLED IN EDUCATIONAL PSYCHOLOGY COURSES. IT WAS HOPED THIS STUDY WOULD GIVE INDICATION OF THE VALUE OF OTHER KINDS OF LABORATORY EXPERIENCES TO BE OFFERED IN CONJUNCTION WITH OTHER EDUCATIONAL COURSES. SAMPLE STUDENTS OF A SOPHOMORE EDUCATIONAL PSYCHOLOGY COURSE WERE GROUPED INTO ONE EXPERIMENTAL AND TWO CONTROL CLASSES. THE EXPERIMENTAL CLASS COMBINED CLASSROOM STUDY WITH A TEACHER AIDE PROGRAM (TAP) IN WHICH THEY TAUGHT FOR 2 HOURS A WEEK IN LOCAL SCHOOLS. AT THE END OF THE PROGRAM, TEST RESULTS SHOWED NO SIGNIFICANT DIFFERENCE IN THE THEORETICAL KNOWLEDGE ACQUIRED BY THE THREE GROUPS, NOR DID THE KNOWLEDGE ACQUIRED NECESSARILY CONFIRM THEIR DECISION TO BECOME TEACHERS. TAP WAS, HOWEVER, FAVORABLY RECEIVED BY THE PARTICIPATING STUDENTS AND TEACHERS. IT WAS SUGGESTED THAT NONEDUCATION MAJORS BE ASKED TO PARTICIPATE TO SEE IF INTEREST IN A TEACHING CAREER COULD BE GENERATED. FURTHER RESEARCH WAS SUGGESTED TO DEVELOP TESTS WHICH MEASURE CONCEPTUAL AND ATTITUDINAL CHANGES IN STUDENT DEVELOPMENT. (PM)

ED 003 444 24

COURSES OF MISRECALL OVER LONG-TERM RETENTION INTERVALS AS RELATED TO STRENGTH OF PRE-EXPERIMENTAL HABITS OF WORD ASSOCIATION.
BY- BILODEAU, EDWARD A. BLICK, KENNETH A.
TULANE UNIV. OF LOUISIANA, NEW ORLEANS
REPORT NUMBER CRP-S-030 PUB DATE 65
EDRS PRICE MF-$0.09 HC-$0.96 24P. PSYCHOLOGICAL REPORTS, MONO. SUPPL. 6-V16,1965,1173-1192PP.

DESCRIPTORS- *LEARNING, *LEARNING THEORIES, *STIMULUS BEHAVIOR, *STIMULUS DEVICES, *WORD RECOGNITION, ASSOCIATIVE LEARNING, KEESLER AIRFORCE BASE, LEARNING EXPERIENCE, LEARNING PROCESSES, LOUISIANA, NEW ORLEANS, RETENTION STUDIES, TIME FACTORS (LEARNING),

THIS STUDY WAS MADE TO COMPARE THE EFFECTS OF STIMULATION AND NONSTIMULATION ON RECALL OF WORDS FOLLOWING TIME-DELAY PERIODS. THE SUBJECTS (670 AIRMEN) WERE TRAINED WITH AN EXAMPLE WORD LIST AND TWO WORD LISTS CONTAINING FIVE OF THE SECONDARY WORDS ASSOCIATED WITH RUSSELL-JENKINS STIMULUS WORDS. AFTER TIME DELAYS OF 2 MINUTES, 20 MINUTES, 2 DAYS, OR 28 DAYS, 24 GROUPS OF SUBJECTS WERE TESTED ON RECALL OF THE SECOND LIST. ON THE RECALL TEST, HALF OF THE SUBJECTS WERE GIVEN THE FIVE STIMULUS WORDS CORRESPONDING TO THE SECOND WORD LIST, AND HALF WERE NOT. THOSE SUBJECTS TESTED AFTER 28-DAY TIME DELAYS STILL SHOWED STRONG EVIDENCE OF THE WORD LIST TRAINING, BUT THE PERFORMANCE WAS MORE LIKE THAT OF FREE ASSOCIATING SUBJECTS THAN THAT OF SHORTER RETENTION SUBJECTS. IN THE NONSTIMULATED GROUP, INTRUSIONS FROM UNIDENTIFIED SOURCES WERE MORE NUMEROUS WHEN THE TIME PERIOD WAS LONGER. AS RECALLS OF WORDS ON LIST TWO DECREASED WITH TIME, INTRUSIONS OF WORDS FROM THE EXAMPLE LIST AND FROM THE FIRST TRAINING LIST WERE MORE NUMEROUS WHERE CULTURAL PROBABILITIES SUGGESTED THIS OUGHT TO HAPPEN. (AL)

ED 003 445 24

FORMULATION OF GRAPHEME-PHONEME CORRESPONDENCE RULES TO AID IN THE TEACHING OF READING.
BY- WEIR, RUTH H.

STANFORD UNIV., CALIF.
REPORT NUMBER CRP-S-039 PUB DATE 64
EDRS PRICE MF-$0.18 HC-$4.00 100P.

DESCRIPTORS- *GRAPHEMES, *LINGUISTICS, *PHONEMES, *PHONETICS, *READING INSTRUCTION, *STRUCTURAL ANALYSIS, CALIFORNIA, ENGLISH, INSTRUCTIONAL MATERIALS, STANFORD,

STUDY OBJECTIVES WERE--(1) TO ANALYZE 5,000 ENGLISH WORDS TO FIND THE UNDERLYING PATTERNS IN THE SPELLING-TO-SOUND RELATIONSHIPS, (2) TO DEVELOP A MODEL FOR MAPPING SPELLING-TO-SOUND CORRESPONDENCES WHICH NOT ONLY DISPLAYS IN AN ECONOMICAL FASHION THE UNDERLYING SPELLING PATTERNS, BUT ALSO REFLECTS THE SPELLING-TO-SOUND HABITS OF THE MATURE READER, (3) TO FORMULATE ALL THE NECESSARY RULES, BASED UPON THE MODEL, TO PREDICT THE PRONUNCIATIONS OF ALL WORDS ANALYZED, AND (4) TO ABSTRACT RULES AND SUGGESTIONS WHICH COULD AID IN THE TEACHING OF READING. THE DATA AND MODEL WHICH WERE DEVELOPED PROVIDED IMPLICATIONS THAT SIMPLE GRAPHEME-TO-PHONEME CORRELATIONS ARE NOT ONLY UNPRODUCTIVE FOR PREDICTION OF SOUND FROM SPELLING, BUT ALSO ARE IN CONFLICT WITH THE UNDERLYING SYSTEM OF ORTHOGRAPHY. IT WAS RECOMMENDED THAT BOTH MORPHOLOGY AND SYNTAX BE CONSIDERED IN THE SELECTION AND ARRANGEMENT OF WORDS TO BE USED IN THE DESIGN OF TEACHING MATERIALS FOR THE FIRST THREE OR FOUR GRADES. (JM)

ED 003 446 24

DIFFERENTIAL PERSONALITY DEVELOPMENT IN YOUNG ADULTS AS RELATED TO ABILITY.
BY- PLANT, WALTER T. MINIUM, EDWARD W.
SAN JOSE STATE COLLEGE, CALIF.
REPORT NUMBER CRP-S-042 PUB DATE 64
EDRS PRICE MF-$0.09 HC-$1.80 45P.

DESCRIPTORS- *ADULT STUDENTS, *APTITUDE TESTS, *CHANGING ATTITUDES, *COLLEGE ATTENDANCE, *PERSONALITY DEVELOPMENT, AUTHORITARIANISM SCALE, CALIFORNIA, CALIFORNIA PSYCHOLOGICAL INVENTORY, COLLEGE STUDENTS, DOGMATISM SCALE, ETHNOCENTRISM SCALE, INTELLIGENCE DIFFERENCES, MEASUREMENT INSTRUMENTS, PERSONALITY STUDIES, SAN JOSE, STUDY OF VALUES,

THE DATA FROM PREVIOUS STUDIES WERE USED TO DETERMINE IF THERE WERE DIFFERENTIAL NONINTELLECTUAL (PERSONALITY) CHANGES IN YOUNG ADULTS WHO DIFFERED MARKEDLY IN MEASURED ACADEMIC APTITUDE. THREE OF THE FORMER STUDIES WERE FOR A 2-YEAR TEST AND RETEST TIME PERIOD, AND TWO WERE FOR A 4-YEAR TEST AND RETEST TIME PERIOD. COMPARISONS OF NONINTELLECTUAL CHANGES BETWEEN HIGH- AND LOW-APTITUDE GROUPS OF MALES AND OF FEMALES WERE CONDUCTED. THIS RESULTED IN 40 POSSIBLE COMPARISONS OF THE CHANGES OVER TIME FOR HIGH- VERSUS LOW-APTITUDE GROUPS. THE ETHNOCENTRISM SCALE, THE DOGMATISM SCALE, THE AUTHORITARIANISM SCALE, THE CALIFORNIA PSYCHOLOGICAL INVENTORY, AND THE STUDY OF VALUES WERE THE INSTRUMENTS USED TO OBTAIN THE SCORES FROM THE YOUNG ADULT SUBJECTS. THE MAJOR CONCLUSIONS DRAWN WERE THAT YOUNG ADULTS OF HIGH APTITUDE EXHIBITED MORE 'PSYCHOLOGICALLY POSITIVE' NONINTELLECTUAL CHANGE OVER TIME, AND THE DEVELOPMENT IS SIMILAR IN TREND TO PERSONALITY CHANGES OF COLLEGE STUDENTS IN GENERAL. (RS)

ED 003 447 24

APPLICABILITY OF THE BUREAUCRATIC MODEL TO THE ORGANIZATIONAL STRUCTURE OF THE SCHOOL.
BY- ANDERSON, JAMES G.
JOHNS HOPKINS UNIV., BALTIMORE, MD.
REPORT NUMBER CRP-S-043 PUB DATE 64
EDRS PRICE MF-$0.36 HC-$8.52 213P.

DESCRIPTORS- *DEPARTMENT DIRECTORS (SCHOOL), *JUNIOR HIGH SCHOOLS, *MODELS, *ORGANIZATION, *TEACHER ATTITUDES, ADMINISTRATIVE PERSONNEL, ADMINISTRATIVE POLICY, BALTIMORE, HIGH SCHOOLS, MARYLAND, QUESTIONNAIRES, SCHOOL ADMINISTRATION, TEACHERS,

THE STUDY OBJECTIVES WERE (1) TO EXAMINE THE DEVELOPMENT AND FUNCTIONING OF RULES WITHIN THE SCHOOL, (2) TO DETERMINE WHETHER CERTAIN LATENT BUREAUCRATIC CHARACTERISTICS EXIST IN THE SCHOOL AND THEIR RELATION TO RULES, AND (3) TO DEVELOP LIKERT SCALES, TO MEASURE CERTAIN STRUCTURAL CHARACTERISTICS OF THE SCHOOL AND LATENT CHARACTERISTICS OF TEACHERS. A QUESTIONNAIRE WAS DEVELOPED AND ADMINISTERED TO 152 JUNIOR HIGH SCHOOL TEACHERS IN THE BALTIMORE CITY SCHOOLS TO OBTAIN INFORMATION ABOUT TEACHERS' APPROACHES TO INSTRUCTION, THEIR ATTITUDES TOWARD TEACHER UNIONS, NEW CURRICULUM, AND NEW TEACHING TECHNIQUES, AND THEIR EXPERIENCE AND TENURE STATUS IN THE SCHOOL SYSTEM. TWENTY-SIX DEPARTMENT HEADS, CHAIRMEN, AND PRINCIPALS COMPLETED A QUESTIONNAIRE CONCERNING INSTRUCTIONAL PROCEDURES AND RULES EXISTING IN DEPARTMENTS. FINDINGS INCLUDED 39 SPECIFIC STATEMENTS GROUPED IN 9 CATEGORIES, SUCH AS "SOCIOECONOMIC LEVEL OF THE STUDENT BODY," "BUREAUCRATICALLY DEFINED TEACHER COMPETENCE," AND "AUTHORITY CONFLICT." (JM)

ED 003 448 24

OPEN AND CLOSED MINDEDNESS AND PERCEPTIONS OF LEADER BEHAVIOR.
BY- CROFT, JOHN C.
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
REPORT NUMBER CRP-S-045 PUB DATE 64
EDRS PRICE MF-$0.18 HC-$4.32 108P.

DESCRIPTORS- *ADMINISTRATOR ATTITUDES, *LEADERSHIP QUALITIES, *PERCEPTION, *PRINCIPALS, *QUESTIONNAIRES, ELEMENTARY EDUCATION, LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE (LBDQ), PENNSYLVANIA, PERSONALITY ASSESSMENT, PSYCHOLOGICAL STUDIES, ROKEACH DOGMATISM SCALE, SECONDARY EDUCATION, UNIVERSITY PARK,

THIS STUDY PROPOSED TO DETERMINE, IN A SCHOOL SETTING, IF PERCEPTION ACCURACY WAS RELATED TO PERSONALITY STRUCTURE. TWO SECONDARY AND ELEMENTARY PRINCIPALS WERE SELECTED FROM EACH OF 12 SCHOOL DISTRICTS. THE LEADER BEHAVIOR DESCRIPTION QUESTIONNAIRE (LBDQ) AND THE ROKEACH DOGMATISM SCALE (RDS) WERE ADMINISTERED TO THE SUPERINTENDENTS, PRINCIPALS, AND TEACHERS OF THE 24 SCHOOLS IN THE SAMPLE. FROM THE TEST RESULTS THE PRINCIPALS WERE RANKED ACCORDING TO OPEN-MINDEDNESS AND CLOSED-MINDEDNESS. SIGNIFICANT RELATIONSHIPS WERE FOUND BETWEEN THE SELF-PERCEPTIONS OF THE PRINCIPALS AND PERCEPTIONS BY THEIR SUPERINTENDENTS, AND BETWEEN STAFF PERCEPTIONS AND SUPERINTENDENT PERCEPTIONS. THE FINDINGS OF THE STUDY WERE FELT TO NEED FURTHER INVESTIGATION. RELATED MATERIAL MAY BE FOUND IN ED 010 216.

(RS)

ED 003 449 24

TOWARD A MODEL OF TEACHER DECISION-MAKING IN AN URBAN CLASSROOM.
BY- SMITH, LOUIS M. GEOFFREY, WILLIAM
WASHINGTON UNIV., ST.LOUIS, MO.,GRAD.INST.OF EDUC.
REPORT NUMBER CRP-S-048 PUB DATE 65
EDRS PRICE MF-$0.36 HC-$10.12 253P.

DESCRIPTORS- *DECISION MAKING SKILLS, *MODELS, *TEACHER EXPERIENCE, *TEACHING TECHNIQUES, *URBAN SCHOOLS, CLASSROOM RESEARCH, CULTURALLY DISADVANTAGED, DEPRESSED AREAS (GEOGRAPHIC), MISSOURI, ST. LOUIS, URBAN EDUCATION,

THIS MONOGRAPH REPORTED ON THE CONCEPTUALIZATION OF CLASSROOM INSTRUCTION IN URBAN SCHOOLS. BY COMBINING THE CONCURRENT CLASSROOM OBSERVATIONS OF THE INSTRUCTOR AND A GRADUATE STUDENT IN THE CLASS, A MODEL WAS DEVELOPED TO ACQUAINT CONCERNED INDIVIDUALS WITH THOSE SUBTLETIES OF A CULTURE WITH WHICH THEY MAY BE UNFAMILIAR AND TO DEVELOP LANGUAGE TO PROMOTE MORE PRODUCTIVE RESEARCH. DESCRIPTIONS ARE INCLUDED OF SCHOOL BEGININGS, CLASSROOM PROCESSES, THE FLOW OF THE SEMESTER, THE CULTURALLY DEPRIVED CHILD IN THE CLASSROOM AND THE SCHOOL, AND RECONCEPTUALIZING TEACHING. DIRECT OBSERVATION WAS MADE OF REAL CLASSROOM EVENTS AND GENERALIZATIONS WERE DEVELOPED. (RS)

ED 003 450 24

PILOT PROJECT FOR DEVELOPMENT OF A DEVICE TO FACILITATE LEARNING OF BASIC MUSICAL SKILLS.
BY- LABACH, PARKER
KENT STATE UNIV., OHIO
REPORT NUMBER CRP-S-051 PUB DATE 65
EDRS PRICE MF-$0.09 HC-$2.28 57P.

DESCRIPTORS- *ELEMENTARY SCHOOL STUDENTS, *HIGH SCHOOL STUDENTS, *MUSIC EDUCATION, *TAPE RECORDERS, *TAPE RECORDINGS, KENT, MUSIC TECHNIQUES, OHIO,

UTILIZING TAPE RECORDERS AS MAJOR COMPONENTS, THE INVESTIGATOR DEVELOPED A DEVICE TO FACILITATE LEARNING OF BASIC MUSICAL SKILLS BY PROVIDING FOR REPLAY OF RECORDED SEGMENTS OF PRACTICE FOLLOWING THE "LIVE" PERFORMANCE AND BY PROVIDING A MODEL PERFORMANCE FOR COMPARISON. STUDENT USE OF THE DEVICE DURING THE LIMITED PILOT PROJECT INDICATED THAT DEVICES OF THIS KIND ARE NOT ONLY FEASIBLE BUT ALSO HAVE POTENTIAL FOR MUSIC TEACHING. AS THE NEXT STEP, THE INVESTIGATOR RECOMMENDS CONTROLLED EXPERIMENTATION WITH AN EMPHASIS ON PROGRAMED MATERIAL, VARIOUS MODES OF PRESENTATION, AND LONG-TERM RESEARCH DESIGNS. (JC)

ED 003 451 24

EFFECTS OF TWO PROGRAMS AND TWO METHODS OF TEACHING UPON THE QUALITY OF ART PRODUCTS OF ADOLESCENTS.
BY- FRANKSTON, LEON
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
REPORT NUMBER CRP-S-055 PUB DATE 65
EDRS PRICE MF-$0.27 HC-$6.16 154P.

DESCRIPTORS- *ADOLESCENTS, *ART EDUCATION, *ART PRODUCTS, *TEACHING METHODS, *TESTING, CREATIVE ART, GRAPHIC ARTS, PENNSYLVANIA, SELF EXPRESSION, UNIVERSITY PARK,

THE QUALITY OF ART PRODUCTS OF STUDENTS WERE MEASURED TO COMPARE (1) THE EFFECT OF AN ART PROGRAM PRESCRIBED TO A TEACHER VERSUS AN ART PROGRAM SELF-DEVELOPED BY A TEACHER AND (2) THE EFFECT OF TWO METHODS OF TEACHING, ONE SPONTANEOUS AND THE OTHER DIVERGENT. SPONTANEOUS ART STRATEGY WAS DEFINED AS BEGINNING WITH A BIG ORGANIC STATEMENT DEVOID OF DETAIL BUT SUGGESTIVE OF A WHOLE PICTURE. THROUGH PROGRESSIVE MEDIUM INTERACTION, CENTRALIZATION, MOVEMENT, INCORPORATION OF PROCESS-INSPIRED ACCIDENTS, AND SUGGESTION, STUDENTS USING THE SPONTANEOUS STRATEGY FOCUS ON THE WHOLE PROBLEM AS THEY FEEL IT AND TRY TO SOLVE IT THROUGH PROCEDURAL EXPERIMENTATION. DIVERGENT ART STRATEGY WAS DEFINED AS TYPICALLY BEGINNING BY DRAWING WITH FINE LINE CONTROL A SINGLE ELEMENT WHICH INCLUDES RELATIVELY PRECISE DETAIL. AS NEW ELEMENTS ARE ADDED, AN ALTERATION OF VIEWPOINT AND SHIFTING OF FOCUS IS LIKELY TO OCCUR. APPROXIMATELY 80 STUDENTS RANGING IN AGE FROM 13 TO 17 PARTICIPATED IN 4 CLASSES. ART PRODUCTS WERE JUDGED FOR ORIGINAL-AESTHETIC QUALITY, THAT IS, THE UNCOMMONNESS OF RESPONSE AND PLEASING QUALITIES. CORRELATION ANALYSIS OF PRETESTS AND POST-TESTS PRODUCED LIMITED POSITIVE FINDINGS. (JM)

ED 003 452 24

STRUCTURAL ANALYSIS OF THE WRITTEN COMPOSITION OF INTERMEDIATE GRADE CHILDREN.
BY- SAM, NORMAN H. STINE, EUGENE S.
LEHIGH UNIV., BETHLEHEM, PA.
REPORT NUMBER CRP-S-057 PUB DATE 65
EDRS PRICE MF-$0.27 HC-$5.24 131P.

DESCRIPTORS- *COMPOSITION (LITERARY), *ELEMENTARY SCHOOLS, *GRADE 4, *LINGUISTICS, *STRUCTURAL ANALYSIS, BETHLEHEM, GRADE 5, GRADE 6, LANGUAGE DEVELOPMENT, PENNSYLVANIA, WRITTEN LANGUAGE,

AN ANALYSIS OF CHILDREN'S WRITTEN LANGUAGE DEVELOPMENT RELATED TO GRADE LEVEL, AGE, AND SEX WAS PERFORMED (1) TO DISCOVER THE SEQUENTIAL STAGES OF LANGUAGE DEVELOPMENT AS REVEALED IN BASIC STRUCTURAL PATTERNS IN WRITTEN COMPOSITIONS OF INTERMEDIATE GRADE CHILDREN AND (2) TO ESTABLISH METHODS AND PROCEDURES AND PROVIDE RESEARCH INFORMATION ON THE GROWTH AND MATURATION OF CHILDREN'S WRITTEN LANGUAGE DEVELOPMENT. COMPOSITIONS FROM 50 BOYS AND 50 GIRLS WERE COLLECTED FOR THE FOURTH, FIFTH, AND SIXTH GRADES FOR A TOTAL OF 300 COMPOSITIONS. THE COMPOSITIONS WERE ANALYZED TO DETERMINE TYPE AND FREQUENCY OF STRUCTURAL PATTERNS WITHIN SENTENCES. ANALYSIS SHOWED THAT THE NOUN-VERB-NOUN PATTERN WAS USED MORE FREQUENTLY THAN ANY OF THE OTHER PATTERNS. THE SIMPLER NOUN-VERB PATTERN APPEARED SECOND MOST FREQUENTLY. ALTHOUGH THE MOST COMPLEX STRUCTURAL PATTERN, NOUN-VERB-NOUN-NOUN, WAS FOUND LESS FREQUENTLY THAN THE OTHER PATTERNS, IT WAS USED BY CHILDREN AT ALL OF THE INTERMEDIATE GRADE LEVELS. FINDINGS SHOWED SIGNIFICANT DIFFERENCES IN THE FREQUENCY OF PATTERN USAGE AS COMPARED TO SEX AND GRADE. (JM)

ED 003 453 24

DEVELOPMENTAL ASPECTS OF HIERARCHAL CONCEPT ATTAINMENT. FINAL REPORT.
BY- STONE, DAVID R.
UTAH STATE UNIV., LOGAN

REPORT NUMBER CRP-S-061 PUB DATE 65
REPORT NUMBER BR-5-8162
EDRS PRICE MF-$0.27 HC-$5.64 141P.

DESCRIPTORS- *APTITUDE, *COGNITIVE DEVELOPMENT, *COGNITIVE PROCESSES, *PERCEPTION, *STUDENTS, BRUNNER SYSTEM, ELEMENTARY SCHOOL STUDENTS, INHELDER PIAGET SYSTEM, LOGAN, PERFORMANCE, UTAH,

THE PRINCIPAL OBJECTIVES OF THIS STUDY WERE (1) TO DESCRIBE DEVELOPMENT STAGES OF STUDENTS FROM FIRST- THROUGH NINTH-GRADE LEVELS AS THEY AFFECT THE SOLUTION OF A THREE-DIMENSIONAL CLASSIFICATION PROBLEM, (2) TO UTILIZE THE INHELDER-PIAGET AND THE BRUNNER SYSTEMS OF DESCRIBING STAGES OF COGNITIVE DEVELOPMENT, AND (3) TO DETERMINE BY MULTIVARIATE ANALYSIS IF DIFFERENCES IN DEVELOPMENTAL STAGES ARE RELATED TO VERBAL AND NONVERBAL OR PERFORMANCE APTITUDES. SUBJECTS OF GRADE LEVELS 1 THROUGH 9 (360) SORTED 54 OBJECTS (VARIED SIZES, COLORS, AND SHAPES) INTO A 3-DIMENSIONAL MATRIX, WITH MOVEABLE BOXES OF 3 LEVELS, 3 ROWS AND 6 COLUMNS. AN ADDITIONAL GROUP OF SUBJECTS RECEIVED DISCRIMINATION TRAINING ON THE OBJECTS. THE RESULTS SHOWED THAT SIGNIFICANT AGE-RELATED INCREASES IN SCORES OCCURRED, FIRST FOR COLOR, THEN SIZE, AND THEN FOR FORM. HORIZONTAL SCORES PRECEDED VERTICAL. THERE WERE NO SEX DIFFERENCES IN ANY OF THE GRADES OR TASKS. THE USE OF LARGE OBJECTS IN EARLY SORTING GAVE EVIDENCE OF "CONCRETE" RESPONSES EXTENDING INTO THE NINTH GRADE. "SCANNING" STRATEGY WAS LATE IN DEVELOPING. DISCRIMINATION TRAINING SIGNIFICANTLY INCREASED THE SCORES. (JC)

ED 003 454 24

IMAGE OF LATIN AMERICA--A STUDY OF AMERICAN SCHOOL TEXTBOOKS AND SCHOOL CHILDREN, GRADES TWO THROUGH TWELVE.
BY- PERRONE, VITO
NORTHERN MICHIGAN UNIV., MARQUETTE
REPORT NUMBER CRP-S-070 PUB DATE 65
EDRS PRICE MF-$0.27 HC-$7.68 192P.

DESCRIPTORS- *FOREIGN COUNTRIES, *SOCIAL STUDIES, *TEXTBOOK CONTENT, *TEXTBOOK EVALUATION, ELEMENTARY SCHOOLS, LATIN AMERICA, MARQUETTE, MICHIGAN, SECONDARY SCHOOLS, STUDENT ATTITUDES, TEST OF UNDERSTANDING LATIN AMERICA, TEXTBOOK RESEARCH,

A CONTENT ANALYSIS WAS MADE OF 153 ELEMENTARY AND SECONDARY SCHOOL SOCIAL STUDIES TEXTBOOKS DEALING WITH LATIN AMERICA. THE ANALYSES INCLUDED THE FORMULATION OF CATEGORIES FOR INTENSIVE STUDY AND TESTING. THE CATEGORIES WERE (1) GEOGRAPHY, (2) THE PEOPLE, (3) THE COLONIAL PERIOD AND THE REVOLUTIONS, (4) POLITICAL DEVELOPMENT, (5) UNITED STATES RELATIONS WITH LATIN AMERICA, (6) ECONOMIC DEVELOPMENT, AND (7) SOCIAL PROBLEMS AND CHANGE. A TEST OF UNDERSTANDING OF LATIN AMERICA WAS ADMINISTERED TO 1,227 STUDENTS IN GRADES 7 THROUGH 12. THE TEXTBOOKS WERE FOUND TO BE ADEQUATE, BUT LACKING IN BALANCE. STUDENTS AT ALL LEVELS HAVE A GEOGRAPHICAL KNOWLEDGE ABOUT LATIN AMERICA. FURTHER RESEARCH AND DEVELOPMENT IS INDICATED TO RESTRUCTURE THE TREATMENT OF LATIN AMERICAN TOPICS IN THE TOTAL CURRICULUM AND PROVIDE MATERIAL ON SOCIAL CONDITIONS, INSTITUTIONAL HISTORY, AND PERSONALITIES. (RS)

ED 003 455 24

COMMUNITY CONFLICT RELATED TO SCHOOL DISTRICT REORGANIZATION.
BY- JONASSEN, CHRISTEN T.
OHIO STATE UNIV., COLUMBUS
REPORT NUMBER CRP-S-079 PUB DATE 65
EDRS PRICE MF-$0.18 HC-$4.32 108P.

DESCRIPTORS- *COMMUNITY STUDY, *CULTURAL FACTORS, *INTERNATIONAL EDUCATION, *SCHOOL DISTRICTS, *SCHOOL REDISTRICTING, CITIZEN PARTICIPATION, COLUMBUS, NORWAY, OHIO, UNIFICATION,

NORMATIVE SOCIAL AND CULTURAL FACTORS RELATING TO THE PROCESS OF SCHOOL REDISTRICTING AND CONSOLIDATION WERE IDENTIFIED AND DESCRIBED, AND SOME OF THE INTERRELATIONSHIPS BETWEEN THESE FACTORS DETERMINED. SUCH DATA COULD BE USED DURING A SCHOOL DISTRICT REORGANIZATION PROCESS BY BOTH EDUCATORS AND ADMINISTRATORS TO MINIMIZE TENSION AND MITIGATE THE MORE SERIOUS EFFECTS OF SCHOOL-COMMUNITY CONFLICT RELATED TO THAT PROCESS. A CROSS-CULTURAL APPROACH WAS USED BY COMPARING PUBLISHED REPORTS OF REORGANIZATION CASES IN AMERICAN COMMUNITIES WITH THE FINDINGS FROM A NORWEGIAN TOWN. PROCEDURES CONSISTED OF THE APPLICATION OF SURVEY TECHNIQUES, SCALE-BUILDING, AND PROBABILITY STATISTICS AS SUBORDINATE METHODS WITH A COMMUNITY STUDY APPROACH. SOCIOLOGICAL ANALYSIS AND CONCEPTS WERE APPLIED TO THE PROBLEM TO EVOLVE A THEORETICAL STATEMENT OF INTERRELATIONSHIPS BETWEEN CRUCIAL FACTORS INVOLVED. THE FINDINGS SUGGESTED THAT CERTAIN FACTORS COMBINE IN VARIOUS WAYS TO PRODUCE WHAT APPEAR TO BE THE PRIMARY COMPONENTS OF SCHOOL CONSOLIDATION CONFLICT--(1) PRIMARY COMMUNITY SOLIDARITY AND COMMITMENT, (2) SECURITY THREATS, AND (3) INSTITUTIONAL DISCONTINUITIES. A THEORETICAL EXPLANATION WAS PROVIDED FOR THE SUBJECT CONFLICT IN TERMS OF ECOLOGICAL, PSYCHOLOGICAL, IDEALOGICAL, AND SOCIAL STRUCTURAL CONCEPTS, WHICH WOULD APPLY TO BOTH COUNTRIES STUDIED. (JH)

ED 003 456 24

TEACHING SCIENTIFIC THINKING AT THE HIGH SCHOOL LEVEL.
BY- SHOCKLEY, WILLIAM MCDONALD, FREDRICK J.
STANFORD UNIV., CALIF., SCHOOL OF EDUCATION
REPORT NUMBER CRP-S-090 PUB DATE OCT 64
CONTRACT OEC-4-10-216
EDRS PRICE MF-$0.27 HC-$5.44 136P.

DESCRIPTORS- *MATHEMATICS INSTRUCTION, *SCIENCE EDUCATION, *SCIENTIFIC METHODOLOGY, *TEACHING TECHNIQUES, CALIFORNIA, COGNITIVE DEVELOPMENT, JUNIOR HIGH SCHOOLS, SCIENCE INSTRUCTION, STANFORD, SUMMER PROGRAMS, TEAM TEACHING,

THE PURPOSE OF THE STUDY WAS TO TEST (1) THE EFFECTIVENESS OF A WAY OF THINKING ABOUT PROBLEMS AND (2) THE EFFECTS OF INTRODUCING JUNIOR HIGH SCHOOL STUDENTS TO THE LOGIC OF SCIENTIFIC THINKING. THE STUDY HAD TWO OBJECTIVES (1) TO TEACH THE PROCESS OF SEARCH FOR AN ANSWER AND (2) TO TEACH THE LOGICAL STRUCTURE OF IMPORTANT PRINCIPLES. TEACHING SESSIONS HAD TWO MAJOR PARTS (1) TEACHING A SET OF LOGICAL GAMES AND (2) CONDUCTING EXPERIMENTS TO DERIVE A SCIENTIFIC PRINCIPLE. THE STUDY WAS CONDUCTED IN TWO PARTS--(1) A 15-WEEK SESSION CONDUCTED BY 3 TEACHERS IN A TEAM TEACHING ARRANGEMENT AND (2) A SMALLER SUMMER SESSION CONDUCTED BY 1 TEACHER USING AN INNOVATION IN TEACHING METHOD. WHILE THE RESULTS MUST BE CONSIDERED SUGGESTIVE RATHER THAN CONCLUSIVE, SIGNIFICANT COGNITIVE DEVELOPMENT WAS NOTED ON VARIOUS MEASURING DEVICES. THE LACK OF UNIFORM RESULTS WAS IN PART ASCRIBED TO DIFFICULTIES IN ESTABLISHING A TIGHT RESEARCH DESIGN. HOWEVER, THE STUDY HAS SHOWN THAT GIVEN APPROPRIATE CONDITIONS, REFINEMENT OF PROCEDURES, AND SENSITIVE TESTING DEVICES, A SIGNIFICANT DEMONSTRATION OF THE EFFECTS OF THE PROGRAM ALMOST CERTAINLY COULD BE ACHIEVED. (PM)

ED 003 457 24

SOCIAL CLASS FACTORS IN THE COLLEGE ADJUSTMENT OF MARRIED STUDENTS.
BY- ESHLEMAN, J. ROSS HUNT, CHESTER L.
WESTERN MICHIGAN UNIV., KALAMAZOO
REPORT NUMBER CRP-S-102 PUB DATE 65
EDRS PRICE MF-$0.09 HC-$0.96 24P.

DESCRIPTORS- *ADJUSTMENT (TO ENVIRONMENT), *COLLEGE STUDENTS, *MARITAL STATUS, *SOCIAL STATUS, *STUDENT ADJUSTMENT, INTERVIEWS, KALAMAZOO, MICHIGAN, SOCIAL INFLUENCES, SOCIAL STUDIES, SOCIOLOGY, STUDENT GROUPING, STUDENT PROBLEMS,

THE PURPOSE OF THE STUDY WAS TO DETERMINE THE ROLE OF SOCIAL STATUS IN THE ATTRACTION AND RETENTION OF MARRIED COLLEGE STUDENTS. A SECONDARY PURPOSE WAS TO DELINEATE THE ADJUSTMENT PROBLEMS WHICH MARRIED MALE STUDENTS OF DIFFERENT SOCIAL STATUS LEVELS FACE ON THE COLLEGE CAMPUS. PERSONAL INTERVIEWS WERE HELD WITH THE 282 FULL-TIME MARRIED STUDENTS (249 MALES AND 33 FEMALES) LIVING ON CAMPUS. DATA WERE DRAWN FROM AN INTERVIEW SCHEDULE OF APPROXIMATELY 150 QUESTIONS WHICH HAD BEEN PRETESTED BY A CLASS IN METHODS OF SOCIAL RESEARCH. INTERVIEWERS WERE SELECTED FROM GRADUATE STUDENTS IN SOCIOLOGY AND EDUCATION WHO HAD PARTICIPATED IN A TRAINING SESSION CONDUCTED BY THE SUPERVISOR OF FIELD TRAINING IN THE SOCIAL WORK CURRICULUM. THE SCHEDULE INCLUDED PERSONAL DATA, SOCIAL STATUS DATA, ASPIRATION DATA, COLLEGE ADJUSTMENT DATA, AND SITUATIONAL FACTORS. ANALYSES HAD TWO AIMS--(1) DETERMINING THE RELATIONSHIPS BETWEEN SOCIAL STATUS BACKGROUND, COURTSHIP EXPERIENCES, AND THE LEVEL OF ASPIRATION, AND (2) ESTABLISHING VARIATIONS IN PATTERNS OF COLLEGE ADJUSTMENT BY SOCIAL STATUS BACKGROUND. MAJOR CONCLUSIONS SEEMED TO INDICATE THAT (1) THE MARRIED STUDENTS HAD A SOCIAL STATUS BACKGROUND SLIGHTLY LOWER THAN THE SINGLE STUDENTS, (2) IMPORTANT DIFFERENCES BY SOCIAL STATUS BACKGROUND WERE FOUND IN THE EDUCATION OF THE WIFE, HER TENDENCY TO CONTINUE HER STUDIES, AND WHETHER OR NOT THE COUPLE MET ON CAMPUS, AND (3) SEVERAL AREAS OF ADJUSTMENT WERE PROBLEMS TO MARRIED STUDENTS FROM ALL SOCIAL STATUS LEVELS. (HB)

ED 003 458 24

SELF-PRESENTATIONS IN RELATION TO INTERPERSONAL AND INTRAPERSONAL PERCEPTIONS, AN EXPLORATORY STUDY.
BY- INSEL, SHEPARD A. AND OTHERS
SAN FRANCISCO STATE COLL., CALIF.
REPORT NUMBER CRP-S-111 PUB DATE 64
EDRS PRICE MF-$0.09 HC-$2.32 58P.

DESCRIPTORS- *COLLEGE STUDENTS, *GROUPS, *PERCEPTION, *PSYCHOLOGICAL TESTS, *SELF EVALUATION, CALIFORNIA, FIRO B, GROUP RELATIONS, LEARY INTERPERSONAL CHECKLIST, MYERS BRIGGS TYPE INDICATOR, PERCEPTION TESTS, SAN FRANCISCO, SELF CONCEPT,

AN ATTEMPT WAS MADE TO EXPLORE THE RELATIONSHIPS BETWEEN SELF-PRESENTATIONS AND THE INDIVIDUAL'S INTERPERSONAL AND INTRAPERSONAL PERCEPTIONS. THE EXPERIMENTAL DESIGN OF THE STUDY WAS ESSENTIALLY ONE OF INTERGROUP COMPARISON. THE SAMPLE INCLUDED 204 COLLEGE STUDENTS, FROM A VARIETY OF CLASSES AND LEVELS, WHO COMPLETED A STANDARD PERSONAL HISTORY CARD AS A REGULAR CLASS PROCEDURE. ON THE BACK OF THE CARD THEY ANSWERED THE QUESTION "WHO AM I" IN 50-100 WORDS. CONTENT ANALYSIS OF RESPONSES GROUPED PHRASES INTO THOSE WHICH PRESENTED SELF IN TERMS OF EITHER INTERNAL CHARACTERISTICS OR GROUP RELEVANT CATEGORIES. STUDENTS RECEIVED PHRASE SCORES AND THE 27 PERCENT AT EACH EXTREME BECAME THE TWO CRITERION GROUPS (54 SUBJECTS FOR EACH). EACH SUBJECT WAS GIVEN THREE STANDARD PSYCHOLOGICAL INSTRUMENTS--(1) MYERS-BRIGGS TYPE INDICATOR, (2) FIRO-B, AND (3) LEARY INTERPERSONAL CHECKLIST. CRITICAL RATIOS WERE COMPUTED ON THE TWO CRITERION GROUPS TO TEST SEVEN HYPOTHESES. INTERCORRELATIONAL MATRICES WERE DEVELOPED FOR MALES AND FEMALES TO ASSESS THE RELATIONSHIPS AMONG INSTRUMENTS. IT WAS POSSIBLE TO DIFFERENTIATE THE TWO STYLES OF SELF-PRESENTATION. THE STYLES WERE DISCUSSED IN RELATION TO CHARACTERISTICS OF SUBJECTS AND IMPLICATIONS WERE MADE FOR FURTHER RESEARCH. (JC)

ED 003 459 24

DEVELOPMENT OF A FORCED-CHOICE TEST OF ACHIEVEMENT MOTIVATION.
BY- MUKHERJEE, BISHWA N.
INDIANA UNIV., BLOOMINGTON
REPORT NUMBER CRP-S-113 PUB DATE AUG 64
EDRS PRICE MF-$0.18 HC-$4.68 117P.

DESCRIPTORS- *ACHIEVEMENT, *COLLEGE STUDENTS, *MOTIVATION, *QUESTIONNAIRES, *STATISTICAL ANALYSIS, BEHAVIOR, BLOOMINGTON, INDIANA, NEEDS, SENTENCE COMPLETION TEST (SCT), TESTS,

THE GOAL OF THIS STUDY WAS TO DEVELOP A FORCED-CHOICE QUESTIONNAIRE WHICH COULD RELIABLY AND EFFECTIVELY MEASURE THE ACHIEVEMENT NEEDS OF AMERICAN COLLEGE STUDENTS. THE NEED FOR ACHIEVEMENT IS DEFINED OPERATIONALLY AS BEHAVIOR WHICH SHOWS EFFORT TO DO ONE'S BEST, TO DO BETTER THAN OTHERS, OR IN GENERAL, TO ACCOMPLISH SOMETHING TO ONE'S OWN SATISFACTION. WHERRY'S METHOD OF PAIRING ITEMS WAS THE MAIN TECHNIQUE FOLLOWED IN THE DEVELOPMENT OF THE PROPOSED TEST. THE TECHNIQUE REQUIRED THE SUBJECT TO CHOOSE BETWEEN TWO OR MORE DESCRIPTIVE TERMS OR PHRASES THAT--(1) APPEAR EQUALLY ACCEPTABLE BUT DIFFERED IN VALIDITY AND (2) APPEARED CLOSE TO EACH OTHER IN TERMS OF SOCIAL DESIRABILITY VALUE. THE INITIAL FORM OF THE SENTENCE COMPLETION TEST (SCT) CONTAINED 76 TRIADS. ITEM ANALYSIS OF TEST RESULTS FROM 370 COLLEGE STUDENTS PROVIDED THE BASIS FOR RETAINING 50 TRIADS AS THE FINAL EXPERIMENTAL EDITION OF THE SCT. A TOTAL OF 643 STUDENTS IN 5 SAMPLE GROUPS WERE GIVEN THE SCT. VARIOUS STATISTICAL ANALYSES WERE PERFORMED ON THE DATA. THE TEST WAS FOUND TO BE INTERNALLY CONSISTENT, RELIABLE, AND VALID FOR THE PREDICTION OF BEHAVIOR ASSOCIATED WITH ACHIEVEMENT MOTIVATION. NO ATTEMPT WAS MADE TO EVALUATE WHETHER THE MATCHING OF ITEMS ELIMINATED THE INFLUENCE OF SOCIAL DESIRABILITY. THOUGH FURTHER VALIDATION STUDIES ARE REQUIRED, FINDINGS OF THE STUDY SUGGESTED THE TEST COULD BE SAFELY USED FOR THE PURPOSE OF RESEARCH. (JM)

ED 003 460 24

PERSONALITY AND SUCCESS PROFILES CHARACTERISTIC OF YOUNG ADULT MALE RETARDATES.
BY- PECK, JOHN R. AND OTHERS
TEXAS UNIV., AUSTIN
REPORT NUMBER CRP-S-116
EDRS PRICE MF-$0.18 HC-$3.72 93P.

DESCRIPTORS- *ADULT PROGRAMS, *EDUCABLE MENTALLY HANDICAPPED, *INDIVIDUAL CHARACTERISTICS, *PERSONALITY ASSESSMENT, *PROFILE EVALUATION, AUSTIN, FACTOR ANALYSIS, MALES, MEASUREMENT INSTRUMENTS, MENTAL RETARDATION, PERFORMANCE FACTORS, PSYCHOLOGICAL PATTERNS, PSYCHOLOGICAL STUDIES, TEXAS,

MAJOR SUCCESS-FAILURE SYNDROMES WERE STUDIED FROM DATA OBTAINED IN A PREVIOUS STUDY (COOPERATIVE RESEARCH PROJECT NO. 1533) ON 100 MENTALLY RETARDED, YOUNG MALE ADULTS. STRUCTURED INTERVIEWS HAD BEEN CONDUCTED WITH THE SUBJECTS, THEIR PARENTS, AND THEIR SUPERVISORS. FACTOR ANALYSIS HAD DEVELOPED 21 BASIC PREDICTORS OF SUCCESS AND 17 AFTER-TRAINING PERFORMANCE FACTORS. FOR EACH OF 100 SUBJECTS, FACTOR SCORES HAD BEEN DERIVED. THESE DATA ON INDIVIDUALS WERE USED IN THE PRESENT STUDY WITH OBJECTIVES (1) TO DERIVE PROFILES CHARACTERIZING THE PERFORMANCE OF GROUPS OF RETARDATES AND (2) TO RELATE PERSONALITY CHARACTERISTICS TO PARTICULAR SUCCESS SYNDROMES. THROUGH FACTOR ANALYSIS, HIERARCHICAL GROUPING, AND OTHER STATISTICAL ANALYSES, SUBJECTS WERE GROUPED UNDER EIGHT LABELS--(1) PARENT-ACCEPTED, (2) GOAL ACHIEVING, (3) PASSIVELY ORIENTED, (4) ERRATIC, (5) CONTENTED, (6) SUBSIDIZED, (7) SOCIALLY ORIENTED, AND (8) FAILURE. IT WAS FOUND THAT EFFICIENTLY PERFORMING, SOCIALLY ORIENTED, SATISFIED RETARDATES PERFORMED WELL IN VOCATIONAL, SOCIOCIVIC, AND PERSONAL SUCCESS AREAS. FAILURE PERFORMANCE WAS CHARACTERIZED BY REBELLIOUS ATTITUDES, UNEMPLOYMENT, AND CRITICAL REGARDS FOR OTHERS. PHYSICAL WELL-BEING AND DESIRABLE SELF-CONCEPTS WERE CLOSELY RELATED IN THE PERSONALITY SYNDROMES OF RETARDATES, AND THIS RELATIONSHIP WAS SUGGESTED FOR FURTHER EXPLORATION. (JH)

ED 003 461 24

EFFECTS OF THREE DIFFERENT STIMULI ON THE CREATIVITY OF CHILDREN'S COMPOSITIONS.
BY- TABACHNICK, B. ROBERT MAY, FRANK B.
WISCONSIN UNIV., MADISON
REPORT NUMBER CRP-S-127 PUB DATE 65
EDRS PRICE MF-$0.09 HC-$0.60 15P.

DESCRIPTORS- *CREATIVE WRITING, *ELEMENTARY EDUCATION, *STIMULUS DEVICES, CREATIVITY, GRADE 3, GRADE 6, MADISON, MODELS, STIMULUS BEHAVIOR, STUDENT MOTIVATION, WISCONSIN,

THIS STUDY BEGAN AN ATTEMPT TO DETERMINE THE BASIC CHARACTERISTICS OF EFFECTIVE MOTIVATING STIMULI FOR USE IN ELEMENTARY SCHOOL WRITING PROGRAMS. IN PARTICULAR, IT DEALT WITH THE EFFECTS OF ORGANIZED AND UNORGANIZED STIMULI ON THE CREATIVE WRITING ABILITY OF THIRD- AND SIXTH-GRADE STUDENTS. THE CHILDREN WERE DIVIDED INTO SIX GROUPS. ONE GROUP OF EACH GRADE WAS GIVEN A CHOICE IN STIMULI SELECTION WHILE THE OTHERS WERE NOT. RESULTS SHOWED THAT, WHILE GIRLS MAINTAINED A BETTER OVERALL PERFORMANCE, DIFFERENT MOTIVATIONAL PATTERNS HAD DEVELOPED IN THE SIXTH-GRADE STUDENTS. THE GIRLS DID BETTER WHEN PRESENTED WITH ORGANIZED MATERIAL AND THE BOYS DID BETTER WITH UNORGANIZED MATERIAL. CONCLUSIONS SUGGESTED THAT POSSIBLY AN INTEGRATED SYSTEM USING BOTH ORGANIZED AND UNORGANIZED STIMULI WOULD BE MOST EFFECTIVE IN PRODUCING CREATIVITY IN AN ELEMENTARY SCHOOL PROGRAM. (PM)

ED 003 462 24

TEACHER-PUPIL INTERACTION DIFFERENCES BETWEEN SCHOOL MATHEMATICS STUDY GROUP AND TRADITIONAL MATHEMATICS.
BY- SLOAN, FRED A. PATE, ROBERT T.
OKLAHOMA UNIV., NORMAN, RESEARCH INSTITUTION
REPORT NUMBER CRP-S-137 PUB DATE 64
EDRS PRICE MF-$0.18 HC-$2.60 65P.

DESCRIPTORS- *CURRICULUM DEVELOPMENT, *MODERN MATHEMATICS, *TEACHER IMPROVEMENT, *TEACHING METHODS, ANALYSIS OF PATTERNS OF PUPIL RESPONSES, DISCOVERY PROCESSES, GRADE 4, NORMAN, OKLAHOMA, PROVO CODE FOR ANALYSIS OF TEACHING, STUDENT TEACHER RELATIONSHIP,

TEACHER-STUDENT INTERACTIONS WERE STUDIED IN (1) A TRADITIONAL MATHEMATICS PROGRAM, AND (2) A NEW MATHEMATICS PROGRAM BASED ON PROCEDURES ASSOCIATED WITH THE PROCESS OF DISCOVERY AND INQUIRY AND THE USE OF SYMBOLIC LOGIC. FORTY CLASSES OF REGULARLY ENROLLED FOURTH-GRADE STUDENTS PARTICIPATED IN THE STUDY. DURING OBSERVATIONS OF EACH CLASS, THE INVESTIGATORS RECORDED OCCURRENCES OF (1) MAJOR TEACHING FUNCTIONS IN THE SIX CATEGORIES OF THE PROVO CODE FOR ANALYSIS OF TEACHING, (2) QUESTIONS IN THE EIGHT CATEGORIES OF THE TEACHER QUESTION INVENTORY, AND (3) RESPONSES IN THE FIVE CATEGORIES OF THE ANALYSIS OF PATTERNS OF PUPIL RESPONSES. SIGNIFICANT DIFFERENCES WERE FOUND BETWEEN THE TEACHERS IN THE NEW MATHEMATICS PROGRAM AND THE TEACHERS OF TRADITIONAL MATHEMATICS. SIGNIFICANTLY MORE NEW MATHEMATIC TEACHERS THAN TRADITIONAL MATHEMATICS TEACHERS (1) USED ANALYSIS QUESTIONS WHICH ELICITED SPONTANEOUS RESPONSES FROM THE STUDENTS AND (2) PAID PARTICULAR ATTENTION TO CONTENT DEVELOPMENT. (JH)

ED 003 463 24

IDENTIFICATION OF INSTRUMENTS TO MEASURE SELECTED FACTORS RELATED TO SUCCESS IN BEGINNING READING OF CHILDREN OF DIFFERENT SOCIO-ECONOMIC STRATA.
BY- ROBINSON, H. ALAN
CHICAGO UNIV., GRADUATE SCHOOL OF EDUCATION
REPORT NUMBER CRP-S-147 PUB DATE 65
EDRS PRICE MF-$0.18 HC-$2.40 60P.

DESCRIPTORS- *BEGINNING READING, *CULTURALLY ADVANTAGED, *CULTURALLY DISADVANTAGED, *LONGITUDINAL STUDIES, *PERCEPTUAL DEVELOPMENT, AUDITORY PERCEPTION, CHICAGO, CONCEPT FORMATION, GOODENOUGH DRAW A MAN SCALE, GRADE 3, ILLINOIS, MEASUREMENT INSTRUMENTS, METROPOLITAN READINESS TESTS, VISUAL PERCEPTION, WEPMAN'S AUDITORY DISCRIMINATION TEST,

A LONGITUDINAL STUDY WAS PERFORMED WHICH FOLLOWED THREE GROUPS OF CHILDREN (CULTURALLY DISADVANTAGED, AVERAGE, AND CULTURALLY ADVANTAGED) THROUGH GRADE THREE IN AN ATTEMPT TO DETERMINE THE RELATIVE IMPORTANCE OF THE DEVELOPMENT OF CERTAIN PERCEPTUAL FACTORS ON SUCCESS OR FAILURE IN BEGINNING READING. INSTRUMENTS USED WERE SELECTED TO IDENTIFY VISUAL, AUDITORY, AND VISUOMOTOR ABILITIES, PLUS THE EXTENT OF

CONCEPT FORMATION. INSTRUMENTS USED INCLUDED THE GOODENOUGH DRAW-A-MAN SCALE, WEPMAN'S AUDITORY DISCRIMINATION TEST, METROPOLITAN READINESS TESTS, COLUMBIA MENTAL MATURITY SCALE, DURELL'S LETTER DISCRIMINATION TEST, THE WORD DISCRIMINATION TEST, THE VISUOMOTOR TEST, METROPOLITAN ACHIEVEMENT TESTS (READING), THE MAICO AUDIOMETER, AND VISUAL EFFICIENCY TEST WITH THE ORTHO-RATER. SEVEN OF THE 11 INSTRUMENTS USED WERE FOUND TO BE RELIABLE, AND THE USABILITY OF EACH WAS RECOMMENDED FOR SPECIFIC TYPES OF SUBJECTS. FOUR INSTRUMENTS NEEDED FURTHER DEVELOPMENT OR EVALUATION. (JP)

ED 003 464 24

AN INTEGRATED THEORY FOR THE STUDY OF EDUCATION--PILOT DEVELOPMENT (THE CASE OF MOTIVATION).
BY- HANSEN, DONALD A. ZOLLSCHAN, GEORGE K.
PURDUE UNIV., LAFAYETTE, IND.
REPORT NUMBER CRP-S-148 PUB DATE 64
EDRS PRICE MF-$0.18 HC-$4.20 105P.

DESCRIPTORS- *BEHAVIOR THEORIES, *MOTIVATION, *OBJECTIVES, *SOCIAL DEVELOPMENT, *SOCIAL PSYCHOLOGY, EDUCATIONAL CHANGE, INDIANA, LAFAYETTE,

A PARTIAL THEORY OF MOTIVATION WAS CONSTRUCTED WITH A FOCUS ON THE INDIVIDUAL-IN-SITUATION AND SOCIETAL PHENOMENA. THIS WAS AN INITIAL STEP TOWARD RESOLUTION OF LARGER PROBLEMS--(1) RESEARCH-ORIENTED THEORIES EMPLOYED BY PSYCHOLOGISTS AND SOCIOLOGISTS ARE OFTEN DIFFICULT TO INTERRELATE WITH ACTION-ORIENTED EDUCATIONAL THEORIES AND (2) SPECIAL METHODOLOGICAL FRAMEWORKS OF THE PSYCHOLOGIST AND SOCIOLOGIST SEEM TO CONTRADICT ONE ANOTHER WHEN APPLIED TO EDUCATIONAL SUBJECTS. THE CONCEPT OF MOTIVATION DEPICTED (1) ESTABLISHMENT OF GOALS FROM EXIGENCIES ACTING UPON EXPECTATIONS, JUSTIFICATIONS, AND AN EQUILIBRIUM OF TENSIONS, (2) ATTRACTION OF ACTIONS TO SEQUENTIALLY LINKED GOALS, AND (3) IMPACT OF HUMAN ACTORS AS STABLE OBJECTS WHICH AFFECT CHOICES OF GOALS. APPENDICES PRESENTED (1) SUGGESTIONS ON THE THEORY OF INSTITUTIONALIZATION FROM WHICH THE THEORY OF MOTIVATION WAS DERIVED AND (2) SPECULATIONS ON MOTIVATION AND THE CLASSROOM WHICH EXPLORED FALSIFICATIONS, AUTONOMY, AND ACHIEVEMENT. (JM)

ED 003 465 24

KNOWLEDGE OF ECONOMICS OF ELEVENTH GRADE U.S. HISTORY STUDENTS.
BY- KASTNER, HAROLD H. JACKSON, HARRY D.
FLORIDA ST. DEPT. OF EDUCATION, TALLAHASSEE
REPORT NUMBER CRP-S-179 PUB DATE 65
EDRS PRICE MF-$0.09 HC-$1.80 45P.

DESCRIPTORS- *AMERICAN HISTORY, *ECONOMICS, *GRADE 11, *SOCIAL STUDIES, *TEACHING QUALITY, FLORIDA, HISTORY INSTRUCTION, QUESTIONNAIRES, SOCIAL SCIENCES, TALLAHASSEE, TEACHER EXPERIENCE, TEST OF ECONOMIC UNDERSTANDING (TEU),

IN ORDER TO UNDERSTAND FACTORS LEADING TO COMPETENT ECONOMIC KNOWLEDGE OF 11TH-GRADE STUDENTS, A STUDY WAS INITIATED WHICH TRIED (1) TO SHOW GAIN OR LOSS OF ECONOMIC UNDERSTANDING IN THE 11TH-GRADE U.S. HISTORY COURSE, (2) TO ESTABLISH A RELATIONSHIP BETWEEN NUMBER OF RELATED STUDENT COURSES TAKEN AND ECONOMIC LITERACY ACHIEVED, AND (3) TO ESTABLISH A RELATIONSHIP BETWEEN THE ACADEMIC BACKGROUND OF THE TEACHERS AND THE COMPETENCY OF THEIR STUDENTS. AS A REFERENCE, STUDENTS WERE ADMINISTERED PRE- AND POST-TESTS OF ECONOMIC UNDERSTANDING (TEU) AND TEACHERS WERE ASKED TO COMPLETE A BACKGROUND QUESTIONNAIRE. WHILE THERE WAS A GAIN OF ECONOMIC KNOWLEDGE DURING THE 11TH-GRADE U.S. HISTORY COURSE, NO SIGNIFICANT RELATIONSHIPS BETWEEN PREVIOUS RELATED COURSES OR PREVIOUS TEACHING EXPERIENCE OR PREPARATION COULD BE ESTABLISHED. (PM)

ED 003 466 24

ENVIRONMENTAL ASSISTANCE TO THE CHILD'S ACQUISITION OF GRAMMAR.
BY- BROWN, ROGER CAZDEN, COURTNEY
HARVARD UNIV., CAMBRIDGE, MASS.
REPORT NUMBER CRP-S-195 PUB DATE 65
CONTRACT OEC-5-10-096
EDRS PRICE MF-$0.27 HC-$5.36 134P.

DESCRIPTORS- *GRAMMAR, *LANGUAGE ENRICHMENT, *LINGUISTICS, *SPEECH EDUCATION, *SPEECH IMPROVEMENT, CAMBRIDGE, LANGUAGE DEVELOPMENT, LANGUAGE FLUENCY, LANGUAGE INSTRUCTION, MASSACHUSETTS, PRESCHOOL CHILDREN, TAPE RECORDINGS,

THIS STUDY COMPARED THE EFFECTIVENESS OF TWO METHODS OF ACQUISITION OF GRAMMAR BY CHILDREN. SPEECH DEVELOPMENT OF CHILDREN EXPOSED TO "EXPANSION" (REPEATING NEAREST COMPLETE SENTENCE APPROPRIATE TO CHILD'S PARTIAL STATEMENT) AND "MODELING" (EXPOSURE TO WELL-FORMED SENTENCES) WERE COMPARED TO SPEECH DEVELOPMENT OF CHILDREN WHO RECEIVED NEITHER TREATMENT. THE STUDY HYPOTHESIZED THAT EXPANSION WOULD BE THE MOST EFFECTIVE. TWELVE CHILDREN, BETWEEN THE AGES OF 28 AND 38 MONTHS, WERE DIVIDED INTO THREE GROUPS ON THE BASES OF (1) CHRONOLOGICAL AGE, (2) TALKATIVENESS, AND (3) INITIAL LEVEL OF LANGUAGE DEVELOPMENT. TAPE RECORDINGS WERE MADE AT THE BEGINNING, MIDDLE, AND END OF A 3-MONTH PERIOD. SIX MEASURES OF LANGUAGE DEVELOPMENT SERVED AS DEPENDENT VARIABLES. FIVE VARIABLES MEASURED ASPECTS OF SPONTANEOUS SPEECH AND ONE MEASURED THE ABILITY TO REPEAT SENTENCES. TWO TYPES OF STATISTICAL ANALYSES WERE USED AND THE VARIABLES WERE CONSIDERED BOTH TOGETHER AND SEPARATELY. TWO MAJOR RESULTS EMERGED--(1) ADJUSTED MEANS WERE HIGHER FOR THE INITIALLY LESS ADVANCED SUBJECTS ON ALL SIX MEASURES, AND (2) MODELING, NOT EXPANDING, WAS THE MORE EFFECTIVE TREATMENT. SUGGESTIONS FOR FURTHER RESEARCH INCLUDED (1) THE TESTING OF A LARGER SAMPLE OF SUBJECTS, AND (2) ALTERNATE HYPOTHESES WHICH TAKE INTO ACCOUNT THE EFFECTIVENESS OF INCREASED LANGUAGE EXPOSURE OVER EXPANSION. (PM)

ED 003 467 24

EFFECT OF CLINICAL EVALUATION ON SUPERVISION OF STUDENT TEACHERS.
BY- RINGNESS, THOMAS A. LARSON, ELEANORE A.
WISCONSIN UNIV., MADISON
REPORT NUMBER CRP-S-194 PUB DATE 65
EDRS PRICE MF-$0.18 HC-$2.92 73P.

DESCRIPTORS- *FEEDBACK, *PERSONALITY ASSESSMENT, *STUDENT TEACHER RELATIONSHIP, *STUDENT TEACHERS, *SUPERVISORY METHODS, ELEMENTARY SCHOOL TEACHERS, MADISON, PRESERVICE EDUCATION, STUDENT TEACHING, TEACHER EVALUATION, TEACHER SUPERVISION, WISCONSON, THIS PILOT RESEARCH CONSISTED OF EVALUATING CERTAIN ASPECTS OF THE PERSONALITIES OF ELEMENTARY STUDENT TEACHERS, AND OF EXPERIMENTALLY MANIPULATING FEEDBACK CONCERNING FINDINGS TO SUBJECTS AND THEIR SUPERVISORS TO DETERMINE WHETHER SUCH FEEDBACK INDUCED DIFFERENTIAL CHANGES IN (1) STUDENT-TEACHER RELATIONSHIPS, (2) PERSONALITY REASSESSMENT, AND (3) WAYS SUPERVISORS WORKED WITH STUDENT TEACHERS. PERSONALITY ASSESSMENT TECHNIQUES WERE USED WITH A GROUP OF ABOUT 80 SENIOR STUDENTS IN ELEMENTARY EDUCATION, BOTH IN A PRESTUDENT TEACHING AND POST-STUDENT TEACHING CONTEXT. THE SUBJECTS WERE EVENLY DIVIDED INTO TWO EXPERIMENTAL GROUPS AND ONE CONTROL GROUP. FOR THE LATTER, PERSONALITY ASSESSMENT RESULTS WERE WITHHELD UNTIL AFTER STUDENT TEACHING WAS COMPLETED. RESULTS WERE PROMPTLY COMMUNICATED TO THE EXPERIMENTAL SUBJECTS, AND WITH RESPECT TO ONE-HALF OF THESE, THE RESULTS WERE COMMUNICATED TO THEIR SUPERVISORS. GENERALLY, EVIDENCE WAS FOUND TO SUGGEST THAT THE PROVISION OF PERSONALITY INFORMATION AND RECOMMENDATIONS TO STUDENT TEACHERS AND SUPERVISORS WAS USEFUL. MANY VARIABLES, HOWEVER, INTERVENED TO AFFECT WAYS IN WHICH THIS INFORMATION WAS UTILIZED AND, HENCE, ITS EFFECTIVENESS. (JH)

ED 003 468 24

DEVELOPMENT OF A PILOT PROGRAM IN THE HUMANITIES FOR NON-COLLEGE-BOUND STUDENTS IN THE 12TH GRADE.
BY- RAGLE, JOHN W.
VERMONT STATE DEPT. OF EDUC., MONTPELIER
REPORT NUMBER CRP-S-197 PUB DATE 65
EDRS PRICE MF-$0.27 HC-$6.24 156P.

DESCRIPTORS- *COURSE ORGANIZATION, *GRADE 12, *HUMANITIES INSTRUCTION, *PILOT PROJECTS, *TERMINAL EDUCATION, HIGH SCHOOL STUDENTS, MONTPELIER, PROGRAM EVALUATION, TEACHING TECHNIQUES, TEAM TEACHING, VERMONT,

THE DEVELOPMENT AND INITIATION OF A COURSE IN HUMANITIES FOR TERMINAL 12TH-GRADE STUDENTS WERE REPORTED. THE TWO GOALS OF THE PROGRAM WERE (1) TO PROVIDE THESE TERMINAL STUDENTS A COURSE INCORPORATING THE AREAS OF HISTORY, LITERATURE, LANGUAGE ARTS, MUSIC, AND ART TO STIMULATE ENTHUSIASM AND INSIGHT NOT COMMONLY EXPERIENCED BY SUCH STUDENTS AND (2) TO ELIMINATE THE SENSE OF REDUNDANCY COMMONLY FELT BY STUDENTS UPON ENTERING TRADITIONAL 12TH-GRADE CLASSES IN ENGLISH AND SOCIAL STUDIES. AN ADVISORY COMMITTEE WAS ESTABLISHED TO STRUCTURE THE COURSE AND INCLUDE SUCH MATERIALS AS FILMS, RECORDINGS, TAPES, AND SLIDES. CONSULTANTS WERE INVITED TO REVIEW AND DISCUSS THE PROJECT. A PILOT GROUP OF 48 TERMINAL SENIORS WAS CHOSEN AS THE SAMPLE. TEAM TEACHING WAS EMPLOYED IN THE COURSE INSTRUCTION. CLASS ACTIVITY INCLUDED ENRICHMENT SESSIONS IN MUSIC LISTENING, ART WORK, HISTORY, LITERATURE, ENGLISH LANGUAGE, AND INDIVIDUAL STUDY. EVALUATION OF THE PROGRAM INCLUDED COMPARATIVE ANALYSIS, INDIVIDUAL EVALUATIONS, AND OBSERVATION PROCEDURES. RESULTS WERE PRESENTED ON (1) STUDENT ACHIEVEMENT COMPARED TO THEIR PAST RECORDS, (2) STUDENT EVALUATIONS OF THE PROGRAM, AND (3) SUMMARY-ANALYSIS BY THE CONSULTANTS. GENERALLY THE PROGRAM WAS FOUND TO HAVE FULFILLED ITS OBJECTIVES. (RS)

ED 003 469 24

COMPARISON OF THE INITIAL TEACHING ALPHABET WITH THE TRADITIONAL ALPHABET IN FIRST-GRADE READING.
BY- CHASNOFF, ROBERT E.
NEWARK STATE COLLEGE, UNION, N.J.
REPORT NUMBER CRP-S-210 PUB DATE 65
EDRS PRICE MF-$0.18 HC-$4.68 117P.

DESCRIPTORS- *GRADE 1, *MEASUREMENT TECHNIQUES, *PERFORMANCE FACTORS, *READING INSTRUCTION, *SOCIOECONOMIC STATUS, COMPARATIVE ANALYSIS, ITA, NEW JERSEY, STANDARDIZED TESTS, TEACHING TECHNIQUES, TRADITIONAL ORTHOGRAPHY (TO), UNION,

A COMPARISON OF THE INITIAL TEACHING ALPHABET AND THE TRADITIONAL ALPHABET IN FIRST-GRADE READING WAS CONDUCTED. SAMPLES WERE SELECTED FROM SEVEN ELEMENTARY SCHOOLS THAT WERE REPRESENTATIVE OF DIFFERING SOCIOECONOMIC STATUS. THE PUPILS WERE PAIRED INTO MATCHED GROUPS. AN EXPERIMENTAL GROUP WAS TAUGHT READING BY THE INITIAL TEACHING ALPHABET (ITA) METHOD. THE OTHER GROUP WAS TAUGHT BY THE TRADITIONAL ORTHOGRAPHY (TO) METHOD. STANDARDIZED READING TESTS WERE ADMINISTERED TO OBTAIN PERFORMANCE SCORES, AND ANALYSIS OF COVARIANCE EMPLOYED. DATA WERE ALSO COLLECTED BY OBSERVATIONS AND INTERVIEWS, AND CHI-SQUARE STATISTICS WERE USED FOR ANALYSIS. THE RESULTS INDICATED THAT THE ITA GROUPS GAINED SIGNIFICANTLY HIGHER PERFORMANCE RATINGS ON A TEST USING ITA THAN THE CONTROL GROUPS WHO TOOK THE TEST IN THE TRADITIONAL FORM. THERE WERE NO SIGNIFICANT DIFFERENCES IN SCORES OF THE TOTAL GROUPS ON TESTS TAKEN IN THE TRADITIONAL ALPHABET. THE CONTROL GROUPS GAINED SIGNIFICANTLY IN SPELLING. THE NEED FOR FOLLOWUP STUDIES IN LATER GRADES WAS MENTIONED. (RS)

ED 003 470 24

A STUDY OF THE RELATIONSHIP OF CERTAIN OCULOMOTOR SKILLS TO READING READINESS.
BY- EFRON, MARVIN
SOUTH CAROLINA UNIV., COLUMBIA, SCH. OF EDUCATION
REPORT NUMBER CRP-S-211 PUB DATE 65
EDRS PRICE MF-$0.09 HC-$2.20 55P.

DESCRIPTORS- *EYE MOVEMENTS, *PRESCHOOL CHILDREN, *READING ACHIEVEMENT, *READING READINESS, *READING READINESS TESTS, COLUMBIA, GRADE 1, KINDERGARTEN CHILDREN, METROPOLITAN READINESS TESTS, SOUTH CAROLINA,

A "READING EYE" CAMERA PHOTOGRAPHED THE EYE MOVEMENTS OF 46 KINDERGARTEN CHILDREN OF MIDDLE-RANGE INTELLIGENCE. MOVING TARGETS WERE USED IN ORDER TO MEASURE OCULOMOTOR SKILLS--(1) OCULAR MOBILITY OR FREEDOM OF MOVEMENT OF THE EYES, (2) ACCURACY OF FIXATION, AND (3) VISUAL CONVERGENCE AND FUSION. SCORES FROM THE METROPOLITAN READINESS TESTS, FORM R, WERE USED AS A MEASURE OF READINESS FOR READING. THE METROPOLITAN ACHIEVEMENT TESTS ALSO WERE ADMINISTERED IN THE LATTER HALF OF THE FIRST GRADE. A FORTRAN PROGRAM WAS USED TO CALCULATE PEARSON PRODUCT MOMENT CORRELATION COEFFICIENTS. IT WAS CONCLUDED THAT THERE WAS NO SIGNIFICANT RELATIONSHIP BETWEEN OCULOMOTOR SKILLS OF CHILDREN OF MIDDLE-RANGE INTELLIGENCE AS MEASURED IN THIS STUDY, TO READING READINESS OR READING ACHIEVEMENT. (JM)

ED 003 471 24

THE DIMENSIONS OF COMPOSITION ANNOTATION.
BY- MCCOLLY, WILLIAM
STATE UNIV. OF N.Y., OSWEGO
REPORT NUMBER CRP-S-216 PUB DATE 65
STATE UNIV. OF N.Y., ALBANY, RESEARCH FOUNDATION

EDRS PRICE MF-$0.18 HC-$2.80 70P.

DESCRIPTORS- *COMPOSITION (LITERARY), *ENGLISH INSTRUCTION, *EVALUATION TECHNIQUES, *FEEDBACK, *GRADING, FACTOR ANALYSIS, NEW YORK, OSWEGO,

ENGLISH TEACHER ANNOTATIONS WERE STUDIED TO DETERMINE THE DIMENSIONS AND PROPERTIES OF THE ENTIRE SYSTEM FOR WRITING CORRECTIONS AND CRITICISMS ON COMPOSITIONS. FOUR SETS OF COMPOSITIONS WERE WRITTEN BY STUDENTS IN GRADES 9 THROUGH 13. TYPESCRIPTS OF THE COMPOSITIONS WERE ANNOTATED BY CLASSROOM ENGLISH TEACHERS. THEN, 32 ENGLISH TEACHERS JUDGED THE ANNOTATIONS OF 313 COMPOSITIONS ON 32 BIPOLAR ADJECTIVE SCALES. THE MATRIX OF THE INTERCORRELATIONS OF THESE RATINGS WAS ANALYZED. FINDINGS CONFIRMED THE HYPOTHESIS THAT THE FACTOR-STRUCTURE OF COMPOSITION ANNOTATION CORRESPONDS TO THAT OF COMPOSITIONS. INTERPRETATION OF FINDINGS INDICATED THAT ANNOTATION DOES POSSESS GENERAL INTERNAL PROPERTIES OR DIMENSIONS, WHICH IN THEIR ORDER OF IMPORTANCE ARE (1) A CONTENT-STYLE FACTOR, TERMED "COMPETENCE AND ADEQUACY," REFLECTING THE ATTRIBUTES OF SCOPE, DEPTH, AND PURPOSEFULNESS, (2) A TONE FACTOR, TERMED "HELPFULNESS AND POSITIVENESS," REFLECTING THE ATTRIBUTES OF FEELING AND ATTITUDE, (3) A PHYSICAL FACTOR, TERMED "APPEARANCE," REFLECTING ATTRIBUTES OF FORMAT AND VISUAL IMPACT, AND (4) A FITNESS FACTOR, TERMED "APPROPRIATENESS," THAT SEEMS TO REFLECT THE EXTENT OF APPROPRIATENESS THAT AN ANNOTATION SHOWS IN RELATION TO THE CONCEPT OF WHAT ANNOTATIONS SHOULD BE. (JM)

ED 003 472 24

CONCEPT LEARNING AND RETENTION IN A SIMULATED CLASSROOM SITUATION.
BY- SEMLER, IRA J.
CEDAR RAPIDS COMMUNITY SCHOOL DISTRICT, IOWA
REPORT NUMBER CRP-S-225 PUB DATE 65
EDRS PRICE MF-$0.18 HC-$2.44 61P.

DESCRIPTORS- *CONCEPT TEACHING, *LEARNING THEORIES, *TEACHING MACHINES, *TEACHING TECHNIQUES, CEDAR RAPIDS, CONCEPT FORMATION, GRADE 3, IOWA, SIMULATION, TEACHING PROCEDURES,

THE OBJECTIVE OF THIS STUDY WAS TO DETERMINE HOW MUCH IS LEARNED AND RETAINED BY CHILDREN WHO OBSERVE THE PERFORMANCE OF ANOTHER CHILD ON A TASK INVOLVING CONCEPT LEARNING. SUBJECTS FOR THE STUDY WERE THIRD-GRADE CHILDREN ASSIGNED TO SAME SEX GROUPS OF THREE. TWO CHILDREN (1 AND 2) OBSERVED WHILE THE THIRD CHILD (S1) USED AN ELECTRONICALLY CONTROLLED TEACHING DEVICE TO LEARN A CONCEPT. THE LEARNING ACHIEVED BY 1 WAS TESTED IMMEDIATELY AFTER OBSERVING S1, AND ALL THREE STUDENTS RETURNED 24 HOURS LATER TO BE TESTED INDIVIDUALLY FOR RETENTION USING A RELEARNING PROCEDURE. RESULTS OF THE STUDY SHOWED THAT CONCEPT LEARNING BY THE OBSERVING CHILD (1) WAS SIGNIFICANTLY SUPERIOR TO THE LEARNING OF THE FIRST PERFORMER (S1). THE AMOUNT GAINED BY THE OBSERVERS WAS APPROXIMATELY 22 PERCENT OVER THAT OF THE PERFORMERS. NEITHER SEX NOR IQ LEVEL WAS SIGNIFICANTLY RELATED TO THE SUPERIOR LEARNING ACHIEVED BY THE OBSERVERS. (AL)

ED 003 473 24

REACH (RAISING EDUCATIONAL ASPIRATIONS OF THE CULTURALLY HANDICAPPED).
BY- SCHWARTZ, ANTHONY N. AND OTHERS
STATE UNIV. OF N.Y., PLATTSBURGH
REPORT NUMBER CRP-S-236 PUB DATE 65
REPORT NUMBER BR-5-0872
EDRS PRICE MF-$0.09 HC-$1.08 27P.

DESCRIPTORS- *CULTURALLY DISADVANTAGED, *HOME INSTRUCTION, *PRESCHOOL PROGRAMS, *READINESS (MENTAL), *RURAL AREAS, *TESTS, HOME PROGRAMS, NEW YORK, PARENT PARTICIPATION, PLATTSBURGH, TEACHING METHODS, TELEVISED INSTRUCTION,

AN INTENSIVE PRESCHOOL PROGRAM OF HOME TEACHING AND GUIDANCE WAS CONDUCTED WITH 30 RURAL AREA DISADVANTAGED CHILDREN. THE SAMPLES WERE GROUPED INTO (1) AN EXPERIMENTAL GROUP THAT RECEIVED 21 WEEKS OF HOME TEACHING, (2) A CONTROL GROUP THAT RECEIVED ATTENTION THROUGH HOME VISITS, AND (3) A CONTROL GROUP THAT RECEIVED ONLY THE TESTING. THE INSTRUMENTS USED FOR MEASUREMENT WERE THE STANFORD-BINET, VINELAND SOCIAL MATURITY SCALE, ILLINOIS TEST OF PSYCHOLINGUISTIC ABILITIES, COLUMBIA TEST OF MENTAL MATURITY, PEABODY PICTURE VOCABULARY TEST, AND THE PLATTSBURGH ARITHMETIC READINESS INVENTORY. THE ANALYSIS OF VARIANCE WAS USED AND THE 0.01 LEVEL OF CONFIDENCE ADOPTED IN THE ANALYSES OF DATA. THE RESULTS INDICATED THAT THE PUPILS DID PROFIT, TO SOME EXTENT, FROM THE TEACHING PROGRAM, AND ALSO THAT PARENTS ARE WILLING TO COOPERATE IN HOME-TEACHING PROGRAMS. FINALLY, THE USE OF TELEVISION AS AN INSTRUCTIONAL MEDIUM WAS FOUND TO BE FEASIBLE. (RS)

ED 003 474 24

SELECTION OF SIGNIFICANT RESEARCH MATERIALS CONCERNING SUPERIOR STUDENTS AND PROCESSING FOR STORAGE, RETRIEVAL AND DISSEMINATION. FINAL REPORT.
BY- MITTERLING, PHILIP I.
COLORADO UNIV., BOULDER
REPORT NUMBER CRP-S-256 PUB DATE 65
CONTRACT OEC-5-10-256
EDRS PRICE MF-$0.09 HC-$0.44 11P.

DESCRIPTORS- *ABSTRACTING, *GIFTED, *INDEXING, *RESOURCE MATERIALS, *SPECIAL EDUCATION, BOULDER, COLORADO, PUBLICATIONS, RESEARCH, RESEARCH METHODOLOGY, SUPERIOR STUDENTS,

A PROJECT WAS UNDERTAKEN TO SELECT, ABSTRACT, AND INDEX SIGNIFICANT RESEARCH MATERIALS CONCERNING THE EDUCATION OF STUDENTS OF HIGH ABILITY. IN ADDITION TO THE DOCUMENTS AVAILABLE THROUGH THE OFFICES OF THE INTER-UNIVERSITY COMMITTEE ON THE SUPERIOR STUDENT, A REQUEST WAS SENT TO LEADING ADMINISTRATORS ON VARIOUS CAMPUSES FOR RECENT LITERATURE ON THE SUBJECT. A TOTAL OF 1,000 DOCUMENTS WERE ANALYZED AND ABSTRACTED AS WELL AS INDEXED ACCORDING TO KEY WORDS IN THE ABSTRACT. THE ABSTRACTS ALONG WITH THE DOCUMENTS FROM WHICH THE ABSTRACTS WERE MADE, WERE SHIPPED TO THE EDUCATIONAL RESEARCH INFORMATION CENTER. THE DOCUMENTS WILL BE SORTED AND EVALUATED CONCERNING THEIR UTILITY TO POSSIBLE FUTURE READERS. THEY WILL BE REPRODUCED PHOTOGRAPHICALLY, AND THE ENTIRE SET RETURNED TO THE UNIVERSITY OF COLORADO. A NUMBER OF PROBLEMS WERE ENCOUNTERED DURING THE COURSE OF THE PROJECT. EXAMPLES DISCUSSED IN THIS REPORT ARE--FORMS USED FOR ABSTRACTING, INDEXING, SELECTION OF RESEARCH MATERIALS, EDITING, AND LIAISON. (JC)

ED 003 475 24

DEVELOPMENT OF A PLAN FOR AN INTENSIVE STUDY OF AUTOMATION AND ITS IMPLICATIONS FOR EDUCATION.
BY- WHITLOCK, JAMES W.
GEORGE PEABODY COLL. FOR TEACHERS, NASHVILLE,TENN.
REPORT NUMBER CRP-S-264
EDRS PRICE MF-$0.18 HC-$4.00 100P.

DESCRIPTORS- *AUTOMATION, *COMMUNITY STUDY , *EDUCATIONAL PLANNING, *EDUCATIONAL PROGRAMS, *OCCUPATIONS, MODELS, NASHVILLE, OCCUPATIONAL CHOICE, TENNESSEE, VOCATIONAL EDUCATION,

A DETAILED STUDY MODEL WAS DEVELOPED FOR COMMUNITY USE IN STUDIES OF AUTOMATION AND ITS IMPLICATIONS FOR THE EDUCATIONAL PROCESS. THREE SPECIFIC STEPS WERE INVOLVED IN DEVELOPING THIS MODEL--(1) A COMPREHENSIVE STUDY PLAN WAS DEVELOPED WHICH INCLUDED THE SPECIFIC DATA TO BE COLLECTED, AND DESIGN AND ANALYTICAL PROCEDURES FOR THE COLLECTION PROCESS, (2) THE STUDY PLAN WAS TRIED OUT IN A PILOT SITUATION AND LOCATION, NAMELY, THE NASHVILLE-DAVIDSON COUNTY METROPOLITAN AREA IN TENNESSEE, AND (3) THE STUDY PLAN WAS THEN REVISED ON THE BASIS OF PILOT EXPERIENCES. FOUR MAJOR FACETS OF INVESTIGATION TO BE CONSIDERED WERE INCLUDED IN THE FINAL STUDY PLAN OR MODEL--(1) BASIC BACKGROUND INFORMATION ON THE COMMUNITY, (2) THE EXTENT TO WHICH COMMUNITY INDUSTRIES ARE AUTOMATING, THE NATURE OF AUTOMATED JOBS IN THE COMMUNITY, AND THE EDUCATIONAL AND TRAINING REQUIREMENTS OF THESE AUTOMATED JOBS, (3) THE STATUS OF ELEMENTARY, SECONDARY, OUT-OF-SCHOOL, AND ADULT EDUCATION PROGRAMS AND PERSONNEL IN THE COMMUNITY AND OF CURRENT VOCATIONAL AND TECHNICAL EDUCATIONAL OPPORTUNITIES IN THE COMMUNITY, AND (4) THE CHANGES IN THE PROGRAM OF EDUCATION WHICH ARE DICTATED BY THE CHANGING REQUIREMENTS OF AUTOMATION. (JH)

ED 003 476 24

THE ROLE OF VISUAL-SPATIAL ABILITIES IN THE PERFORMANCE OF CERTAIN MOTOR SKILLS.
BY- STALLINGS, LORETTA M. MCCRAW, LYNN W.
TEXAS UNIV., AUSTIN
REPORT NUMBER CRP-S-309 PUB DATE 65
EDRS PRICE MF-$0.18 HC-$4.60 115P.

DESCRIPTORS- *ABILITY GROUPING, *PERFORMANCE FACTORS, *PSYCHOMOTOR SKILLS, *TASK PERFORMANCE, *VISUAL PERCEPTION, AUSTIN, FEMALES, PERCEPTION TESTS, TEXAS,

THE CHANGING ROLES OF THREE VISUAL-SPATIAL ABILITIES (SPATIAL ORIENTATION, VISUALIZATION, AND PERCEPTUAL SPEED) IN THE PERFORMANCE OF GROSS MOTOR SKILLS AT SUCCESSIVE STAGES DURING THE LEARNING PERIOD WERE STUDIED. THE SUBJECTS CONSISTED OF 48 WOMEN, AGES 17 TO 24, WHO WERE EQUALLY ASSIGNED TO EITHER OF TWO SECTIONS AND SUBDIVIDED INTO THREE ROTATION GROUPS. A VARIETY OF PERFORMANCE TASKS AND PERCEPTUAL TESTS WERE ADMINISTERED. MOTOR SKILLS WERE PRESENTED AND EVALUATED. ANALYSIS OF VARIANCE PROCEDURES WERE USED TO TEST THE EFFECT OF THE TREATMENTS AND GROUPS, AND THE EFFECT OF THEIR INTERACTIONS. CORRELATIONS WERE MADE ON THE PERCEPTUAL MEASURES. FOR PERFORMANCE OF ALL SKILLS DURING THE EARLY STAGES OF PRACTICE, RESULTS SHOWED (1) SPATIAL ORIENTATION AND VISUALIZATION HAD A SIGNIFICANT EFFECT, (2) PERCEPTUAL SPEED HAD A SIGNIFICANT EFFECT, BUT NOT IN ALL SKILLS, AND (3) VISUALIZATION APPEARED TO HAVE NO APPRECIABLE EFFECT. THE SUGGESTION WAS MADE THAT AN INVESTIGATION OF THE RELATIONSHIP OF VISUAL-SPATIAL ABILITY TO IMPROVEMENT AS A RESULT OF "MENTAL PRACTICE" MIGHT BE OF VALUE. (AL)

ED 003 477 24

A COMPARATIVE STUDY OF BEGINNING READING ACHIEVEMENT UNDER THREE CLASSROOM ORGANIZATIONAL PATTERNS--MODIFIED INDIVIDUALIZED, THREE-TO-FIVE GROUPS, AND WHOLE-CLASS LANGUAGE-EXPERIENCE.
BY- MARITA, SISTER M.
MARQUETTE UNIV., MILWAUKEE, WIS.
REPORT NUMBER CRP-2659 PUB DATE 65
CONTRACT OEC-4-10-263
EDRS PRICE MF-$0.18 HC-$3.16 79P.

DESCRIPTORS- *BEGINNING READING, *CLASSROOM ARRANGEMENT, *GROUP DYNAMICS, *READING ACHIEVEMENT, *READING INTERESTS, ABILITY GROUPINGS, ACHIEVEMENT GAINS, COMPARATIVE ANALYSIS, GRADE 1, GROUP INSTRUCTION, INDIVIDUAL INSTRUCTION, LANGUAGE ENRICHMENT, MILWAUKEE, ORGANIZATION, WISCONSIN, WRITING SKILLS,

TO ASSESS DIFFERENCES IN READING ACHIEVEMENT, READING ATTITUDE, AND READING PROGRESS OF FIRST-GRADE CHILDREN OF HIGH AND LOW MENTAL ABILITIES DIFFERENT CLASSROOM ORGANIZATIONAL PATTERNS WERE USED. EACH ORGANIZATIONAL PATTERN PROVIDED A DIFFERENT LEARNING SITUATION OR "TREATMENT." THE STUDY SAMPLE CONSISTED OF 32 TEACHERS AND 810 CHILDREN WHO WERE HETEROGENEOUSLY ASSIGNED TO ONE OF THE THREE ORGANIZATIONAL PATTERNS--(1) MODIFIED INDIVIDUALIZED, (2) THREE-TO-FIVE GROUPS, OR (3) WHOLE-CLASS-LANGUAGE-EXPERIENCE. PRETEST MEASURES OF INTELLIGENCE, READINESS, AND PRESCHOOL EXPERIENCE WERE OBTAINED ON THE CHILDREN. AT THE END OF A 140-DAY PERIOD OF INSTRUCTION, MEASURES ON ACHIEVEMENT IN READING, ATTITUDE IN READING, AND PROGRESS IN WRITING WERE OBTAINED. POST-TEST RESULTS SHOWED NO SIGNIFICANT DIFFERENCES BETWEEN TREATMENTS ONE AND THREE, BOTH OF WHICH PRODUCED SIGNIFICANTLY HIGHER SCORES ON WORD MEANING, WORD STUDY SKILLS, AND ARITHMETIC THAN TREATMENT TWO. ANALYSIS OF THE RESULTS SHOWED THE TREATMENTS PRODUCED NO SIGNIFICANT DIFFERENCES WITH SUBJECTS OF MENTAL AGE ABOVE 77 MONTHS. STUDENTS BELOW A MENTAL AGE OF 77 MONTHS SHOWED DIFFERENCES FAVORING TREATMENTS ONE AND TWO EXCEPT IN ATTITUDE TOWARD READING WHICH FAVORED TREATMENT THREE. ONE SIGNIFICANT RESULT OF THE STUDY WAS THAT NO TEACHER USING THE LANGUAGE-EXPERIENCE APPROACH WITHOUT GROUPING WITHIN THE CLASS, WANTED TO RETURN TO THE TYPICAL THREE-TO-FIVE GROUP ORGANIZATIONAL PATTERN. (AL)

ED 003 478 24

READING ACHIEVEMENTS IN RELATION TO GROWTH IN PERCEPTION OF WORD ELEMENTS IN THREE TYPES OF BEGINNING READING INSTRUCTION.
BY- MURPHY, HELEN A.
BOSTON UNIV., MASS.
REPORT NUMBER CRP-2675 PUB DATE 65
EDRS PRICE MF-$0.18 HC-$4.56 114P.

DESCRIPTORS- *BEGINNING READING, *PERCEPTUAL DEVELOPMENT, *PHONICS, *READING ACHIEVEMENT, *WORD RECOGNITION, ACHIEVEMENT GAINS, BASIC READING, BOSTON MASSACHUSETTS, GRADE

1, READING INSTRUCTION, READING SKILLS, SCOTT FORESMAN NEW BASIC READERS SERIES, SPEECH HABITS, SPELLING, STRUCTURAL ANALYSIS, VISUAL PERCEPTION, VOCABULARY DEVELOPMENT, WRITING SKILLS,

THE PROBLEMS EXAMINED IN THIS STUDY WERE (1) THE RELATIONSHIP OF PERCEPTION OF WORD ELEMENTS TO SIGHT VOCABULARY GROWTH, (2) THE EFFECT OF EARLY TEACHING OF A SPEECH-BASED PHONICS PROGRAM ON READING ACHIEVEMENT, AND (3) THE VALUE OF WRITING EMPHASIS IN THE SPEECH-BASED PHONICS PROGRAM. THREE READING PROGRAMS WERE INCLUDED IN THE STUDY, EACH USED IN 10 FIRST-GRADE CLASSROOMS. ONE GROUP FOLLOWED THE "GRADUAL PHONICS APPROACH" FOUND IN THE SCOTT-FORESMAN READERS AND WORKBOOKS. A SECOND GROUP FOLLOWED THE SYSTEMATIC "SPEECH-TO-PRINT PHONICS" PROGRAM (DURRELL AND MURPHY, 1964) WITH VISUAL WORD STUDY. THE THIRD GROUP ALSO USED THE "SPEECH-TO-PRINT PHONICS" WITH AN EMPHASIS ON WRITING RESPONSES. TEST BATTERIES WERE USED TO GATHER DATA ON THE THREE GROUPS THROUGHOUT 1 SCHOOL YEAR. THE FOLLOWING CONCLUSIONS WERE MADE ON THE BASIS OF TEST DATA ANALYSIS--(1) GROWTH IN SIGHT VOCABULARY IN BEGINNING READING IS RELATED TO PERCEPTION OF WORD ELEMENTS, (2) EARLY TEACHING OF SPEECH-BASED PHONICS RESULTS IN HIGHER ACHIEVEMENT IN READING AND SPELLING, (3) EMPHASIS IN WRITING PRACTICE RESULTS IN MORE WRITING AND BETTER SPELLING IN CHILDREN'S COMPOSITIONS. (JH)

ED 003 479 24
RESISTIVE EXERCISES IN THE DEVELOPMENT OF MUSCULAR STRENGTH AND ENDURANCE.
BY- MCCRAW, LYNN W. BURNHAM, STAN
TEXAS UNIV., AUSTIN
REPORT NUMBER CRP-1979 PUB DATE 63
EDRS PRICE MF-$0.18 HC-$4.28 107P.

DESCRIPTORS- *COLLEGE STUDENTS, *PERFORMANCE, *PHYSICAL EDUCATION, AUSTIN, PERFORMANCE FACTORS, PHYSICAL ACTIVITIES, PHYSICAL FITNESS, TEXAS,

A STUDY WAS CONCERNED WITH A COMPARISON OF ISOTONIC, ISOMETRIC, AND SPEED EXERCISE PROGRAMS AS A MEANS OF DEVELOPING MUSCLE STRENGTH, ENDURANCE, SPEED, AND POWER. SUBJECTS FOR THE INVESTIGATION WERE 93 FRESHMEN AND SOPHOMORE MEN ENROLLED IN A PHYSICAL EDUCATION CLASS. AFTER MEASUREMENT OF INITIAL STATUS IN THE ATTRIBUTES UNDER CONSIDERATION, THE SUBJECTS ENGAGED IN THE APPROPRIATE PROGRAMS THREE TIMES A WEEK FOR 9 WEEKS. MEASUREMENT OF FINAL STATUS WAS MADE USING THE SAME INSTRUMENTS AS WERE USED TO DETERMINE INITIAL STATUS. DATA WERE ANALYZED AND THE RESULTS PROVIDED THE BASIS FOR THESE CONCLUSIONS--(1) NO SINGLE METHOD WAS ADEQUATE IN ACHIEVING MAXIMUM DEVELOPMENT OF ALL FOUR ATTRIBUTES (STRENGTH, ENDURANCE, SPEED, AND POWER OF THE MUSCLES), (2) THE EXTENT TO WHICH A PARTICULAR METHOD IS EFFECTIVE MAY DEPEND ON THE INITIAL STATUS OF THE INDIVIDUAL IN THE ATTRIBUTE IN QUESTION, (3) THE ISOTONIC AND ISOMETRIC METHODS APPEARED TO BE BEST FOR DEVELOPING STRENGTH FOR PERSONS WHO ARE INITIALLY STRONG, (4) RESISTIVE EXERCISES DID NOT APPRECIABLY AFFECT SPEED OF THE MUSCLE, (5) ISOTONIC AND SPEED MOVEMENTS WERE MORE EFFECTIVE THAN ISOMETRIC CONTRACTIONS IN IMPROVING EXPLOSIVE POWER FOR INDIVIDUALS ALREADY POSSESSING SOME OF THIS ATTRIBUTE. IMPLICATIONS FOR FURTHER RESEARCH WERE PRESENTED. (JC)

ED 003 480 24
PLANNING AND UTILIZATION OF A REGIONAL DATA BANK FOR EDUCATIONAL RESEARCH PURPOSES. FINAL REPORT.
BY- CARROLL, JOHN B. AND OTHERS
HARVARD UNIV., CAMBRIDGE, MASS.,LAB. RES.IN INSTR.
REPORT NUMBER CRP-F-053
HARVARD UNIV., CAMBRIDGE, MASS.,GRAD. SCH.OF EDUC.
CONTRACT OEC-5-10-097
EDRS PRICE MF-$0.27 HC-$6.32 158P.

DESCRIPTORS- *COMPUTERS, *DATA PROCESSING, *EDUCATIONAL RESEARCH, *INFORMATION DISSEMINATION, *REGIONAL PROGRAMS, CAMBRIDGE, CONFERENCES, DATA BANK FOR EDUCATIONAL RESEARCH, MASSACHUSETTS, PROGRAM PLANNING, RESEARCHERS,

ON AUGUST 1, 1964, HARVARD GRADUATE SCHOOL OF EDUCATION BEGAN A STUDY TO INVESTIGATE THE FEASIBILITY OF ESTABLISHING A REGIONAL DATA BANK FOR EDUCATIONAL RESEARCH PURPOSES. THE PLAN INCLUDED CONVENING A SERIES OF CONFERENCES OF EDUCATORS TO DETERMINE WHAT SUCH A DATA BANK SHOULD CONTAIN AND WHAT FORM IT SHOULD TAKE. THE STUDY WAS CONDUCTED IN THREE PHASES--(1) PLANNING OF THE CONFERENCES, (2) CONDUCTING THE CONFERENCES (UNIVERSITY RESEARCHERS ON DECEMBER 3-5, 1964, STATE DEPARTMENTS OF EDUCATION ON MAY 26, 1965, AND SUPERINTENDENTS ON JULY 8, 1965), AND (3) WRITING OF THE REPORT. CONCLUSIONS FROM EACH OF THE THREE CONFERENCES AND PAPERS PRESENTED ARE INCLUDED. (HB)

ED 003 481 24
PSYCHOLOGICAL CORRELATES IN DIALECTOLALIA.
BY- HURST, CHARLES G. AND OTHERS
HOWARD UNIV., WASH., D.C., COMMUNICAT.SCI.RES.CTR.
REPORT NUMBER CRP-2610 PUB DATE 65
EDRS PRICE MF-$0.27 HC-$5.28 132P.

DESCRIPTORS- *PRONUNCIATION INSTRUCTION, *PSYCHOLOGICAL TESTING, DISTRICT OF COLUMBIA, SPEECH HANDICAPS,

A TOTAL OF 1,209 HOWARD UNIVERSITY FRESHMEN REPRESENTING 42 STATES WERE ADMINISTERED (1) A STANDARD AUDIOMETRIC EXAMINATION, (2) A SPEECH BATTERY, (3) A BATTERY OF PSYCHOLOGICAL TESTS, (4) A SPEECH AND LANGUAGE ATTITUDE INVENTORY IN THE FORM OF A 25-ITEM, LIKERT-TYPE SCALE, AND (5) A SOCIOECONOMIC ASSESSMENT INVENTORY CONTAINING 42 OPEN-ENDED AND MULTIPLE-CHOICE QUESTIONS. IN ADDITION, 140 STUDENTS WHO WERE RANDOMLY SELECTED FROM THE LARGER GROUP PARTICIPATED IN AN EXPERIMENT ON CORRECTION TECHNIQUES FOR SPEECH DEFECTS. IT WAS CONCLUDED THAT PROFICIENT SPEAKERS SEEM TO POSSESS A PERSONALITY STRUCTURE SIMILAR TO THAT OF THE WHITE MIDDLE-CLASS GROUP ON WHICH THE TESTS WERE STANDARDIZED. THE PERSONALITY PROFILE OF THE NON-PROFICIENT SPEAKERS EXHIBITED MANY OF THOSE QUALITIES OFTEN ASSOCIATED WITH THE NEGRO STEREOTYPE. (JK)

ED 003 482 24
INDIVIDUAL DIFFERENCES IN LEARNING--INTERFERENCE FACTOR.
BY- JENSEN, ARTHUR R.
CALIFORNIA UNIV., BERKELEY, INST.OF HUMAN LEARNING
REPORT NUMBER CRP-1867 PUB DATE 64
REPORT NUMBER BR-5-0822
EDRS PRICE MF-$0.27 HC-$6.76 169P.

DESCRIPTORS- *COLLEGE STUDENTS, *INDIVIDUAL DIFFERENCES, *INTELLIGENCE, *LEARNING, *PSYCHOMETRICS, BERKELEY, CALIFORNIA, FACTOR ANALYSIS,

AN INVESTIGATION WAS CONDUCTED (1) TO DEVISE A NUMBER OF LABORATORY MEASURES OF INDIVIDUAL DIFFERENCES IN SUSCEPTIBILITY TO INTERFERENCE EFFECTS IN LEARNING AND (2) TO DETERMINE THEIR DIMENSIONALITY IN A VARIETY OF INTERFERENCE EFFECTS. SUBJECTS WERE 530 STUDENTS IN INTRODUCTORY COURSES IN EDUCATIONAL PSYCHOLOGY AT THE UNIVERSITY OF CALIFORNIA, BERKELEY. TWO TYPES OF EXPERIMENTAL LEARNING TASKS WERE USED--(1) SHORT-TERM MEMORY (STM) AND (2) SERIAL LEARNING. THE STM INCLUDED (1) IMMEDIATE DIGIT SPAN, (3) IMMEDIATE AND DELAYED COLOR-FORM MEMORY SPAN, (5) PROACTIVE INHIBITION OF DIGIT SPAN, (6) FORWARD AND BACKWARD DIGIT SPAN, PRE- AND POST-CUED, AND (7) REPEATED DIGIT SPAN. THE SERIAL TASKS INVOLVED (1) RETROACTIVE INHIBITION OF SERIAL LEARNING AND (2) DIFFERENT AMOUNTS OF INTRALIST INTERFERENCE. AGE, INTELLIGENCE (AS MEASURED BY "RAVEN'S PROGRESSIVE MATRICES"), COLLEGE GRADE-POINT AVERAGE, AND TWO PERSONALITY MEASURES WERE INCLUDED AS VARIABLES. COLLEGE GRADE-POINT AVERAGE WAS MOST HIGHLY CORRELATED WITH THE FACTOR OF RESISTANCE TO RESPONSE COMPETITION. (JK)

ED 003 483 24

DEVELOPMENT OF SENSITIVITY TO ESTHETIC VALUES.
BY- CHILD, IRVIN L.
YALE UNIV., NEW HAVEN, CONN.
REPORT NUMBER CRP-1748 PUB DATE 64
EDRS PRICE MF-$0.27 HC-$5.48 137P.

DESCRIPTORS- *ART APPRECIATION, *ART EDUCATION, *ELEMENTARY EDUCATION, *PAINTING, *SECONDARY EDUCATION, CONNECTICUT, NEW HAVEN, SENSORY EXPERIENCE, STUDENT DEVELOPMENT, VALUES,

THE OBJECTS OF THIS STUDY WERE (1) TO DETERMINE THE DEVELOPMENT OF AVERAGE ESTHETIC SENSITIVITY TO VISUAL ART THROUGH THE ELEMENTARY AND SECONDARY SCHOOL YEARS AND (2) TO DETERMINE IF APPROPRIATE TRAINING PROCEDURES WOULD LEAD CHILDREN TO DISCRIMINATE BETWEEN WORKS CONSIDERED BETTER OR POORER BY EXPERTS. CHILDREN FROM GRADES 1 TO 12 WERE PRESENTED WITH PAIRED VISUAL REPRODUCTION OF SIMILAR CHARACTER, BUT OF DIFFERENT ESTHETIC VALUE. THE SUBJECTS WERE ASKED TO CHOOSE THE REPRODUCTION THAT WOULD BE CONSIDERED BETTER BY AN EXPERT ON THE BASES OF (1) SELECTIVITY, (2) ORGANIZATION, (3) CONSISTENCY, (4) VARIETY, (5) ALIVENESS, (6) USE OF DECORATION, AND (7) APPROPRIATE USE OF ELEMENTS. CHILDREN IN THE ELEMENTARY GRADES SHOWED A SIGNIFICANT TENDENCY TO DISAGREE WITH EXPERT OPINION, BUT THIS DISAGREEMENT LESSENED DURING THE SECONDARY SCHOOL YEARS. ESTHETIC SENSITIVITY OF HIGH SCHOOL STUDENTS WAS SHOWN TO BE SIGNIFICANTLY AND POSITIVELY RELATED TO (1) INDEPENDENCE OF JUDGMENT AND (2) TOLERANCE OF COMPLEXITY. THE TECHNIQUE OF SHOWING PAIRED REPRODUCTIONS GAVE NO EVIDENCE OF ANY CONSISTENT EFFECT IN (1) ESTHETIC JUDGMENT OR (2) THE TENDENCY TO AGREE OR DISAGREE WITH EXPERT OPINION. (PM)

ED 003 484 24

EFFECTIVENESS OF A LANGUAGE ARTS AND BASIC READER APPROACH TO FIRST GRADE READING INSTRUCTION.
BY- STAUFFER, RUSSELL G. HAMMOND, W. DORSEY
DELAWARE UNIV., NEWARK
REPORT NUMBER CRP-2679 PUB DATE 65
EDRS PRICE MF-$0.27 HC-$5.96 149P.

DESCRIPTORS- *BASIC READING, *BEGINNING READING, *GRADE 1, *LANGUAGE ARTS, *READING DEVELOPMENT, *READING INSTRUCTION, BETTS BASIC READERS, DELAWARE, GINN BASIC READER SERIES, METROPOLITAN READINESS TEST, MURPHY DURRELL DIAGNOSTIC READING READINESS TEST, NEWARK, READING SKILLS, THURSTONE PATTERN COPYING TEST, VOCABULARY DEVELOPMENT,

A LANGUAGE ARTS APPROACH TO BEGINNING READING INSTRUCTION WAS COMPARED WITH A BASIC READER APPROACH. IN GENERAL, IT WAS CONCLUDED THAT THE LANGUAGE ARTS APPROACH TO BEGINNING READING INSTRUCTION WAS AN EFFECTIVE METHOD. IT PRODUCED EXCELLENT RESULTS IN READING PERFORMANCE, WORD ATTACK SKILLS, SPELLING, VOCABULARY DEVELOPMENT, WRITTEN COMMUNICATION AS PROMOTED BY CREATIVE WRITING, AND IN HANDWRITING. FURTHERMORE, THE TECHNIQUE CAN BE USED EFFECTIVELY WITH ALL CHILDREN. (LP)

ED 003 485 24

EFFECTIVENESS OF THREE DIFFERENT BASAL READING SYSTEMS ON FIRST GRADE READING ACHIEVEMENT.
BY- TANYZER, HAROLD J. ALPERT, HARVEY
HOFSTRA UNIV., HEMPSTEAD, N.Y.
REPORT NUMBER CRP-2720 PUB DATE 65
EDRS PRICE MF-$0.27 HC-$5.52 138P.

DESCRIPTORS- *BASIC READING, *BEGINNING READING, *READING ACHIEVEMENT, *READING READINESS, ACHIEVEMENT GAINS, EARLY TO READ ITA PROGRAM, GRADE 1, HEMPSTEAD, INTELLIGENCE DIFFERENCES, LIPPINCOTT BASIC READING SERIES, NEW YORK, ORAL EXPRESSION, SCOTT FORESMAN NEW BASIC READERS SERIES, SEX DIFFERENCES, SPELLING, STANFORD ACHIEVEMENT TEST, VOCABULARY DEVELOPMENT, WORD RECOGNITION,

BASAL READER SYSTEMS FOR BEGINNERS WERE ANALYZED TO DETERMINE THE EFFECTS OF SPECIFIC SYSTEM FEATURES ON THE READING ACHIEVEMENT OF FIRST-GRADE CHILDREN OF DIFFERENT SEX AND LEVELS OF INTELLIGENCE. THE PROJECT COVERED THE FOLLOWING SYSTEMS--(1) THE LIPPINCOTT "BASIC READING" SERIES, (2) THE "EARLY-TO-READ INITIAL-TEACHING-ALPHABET" PROGRAM, AND (3) THE SCOTT-FORESMAN "NEW BASIC READERS" SERIES. APPROXIMATELY 650 CHILDREN IN 26 FIRST-GRADE CLASSES WERE INCLUDED IN THE EXPERIMENTAL SAMPLE. THE INTERACTIONAL EFFECTS OF THE THREE EXPERIMENTAL TREATMENTS, THE THREE LEVELS OF INTELLIGENCE, AND THE TWO SEXES WERE ANALYZED. THE LIPPINCOTT AND "EARLY-TO-READ" PROGRAMS UTILIZED AN APPROACH TO READING THAT IS CONSIDERABLY MORE ANALYTIC THAN THE SCOTT-FORESMAN PROGRAM. STUDENTS USING THE LIPPINCOTT SERIES EXPERIENCED SIGNIFICANTLY HIGHER ACHIEVEMENT ON THE SUBTESTS OF VOCABULARY AND SPELLING IN THE "STANFORD ACHIEVEMENT TEST" THAN THE OTHER TWO GROUPS. AMONG ANY OF THE THREE BASAL READER SYSTEMS, THE FACTOR OF SEX DID NOT PRODUCE DIFFERENTIAL RESULTS. INTELLIGENCE WAS NOT A MAJOR FACTOR IN DISTINGUISHING PROBABLE CHANGES FOR SUCCESS. ON THE VARIABLES OF POSTINSTRUCTION ORAL READING AND WORD RECOGNITION, THE LIPPINCOTT AND "EARLY-TO-READ" STUDENTS WERE COMPARABLE WHEN MEASURED. BOTH GROUPS WERE SIGNIFICANTLY SUPERIOR TO THE SCOTT-FORESMAN PUPILS ON THESE SPECIFIC VARIABLES. (JH)

ED 003 486 24

INDIVIDUALIZED READING VERSUS A BASAL READER PROGRAM AT FIRST GRADE LEVEL, IN RURAL COMMUNITIES.
BY- SPENCER, DORIS U. MOQUIN, L. DORIS
JOHNSON STATE COLLEGE, VT.
REPORT NUMBER CRP-2673 PUB DATE 65
REPORT NUMBER BR-5-0484
EDRS PRICE MF-$0.18 HC-$2.80 70P.

DESCRIPTORS- *BASIC READING, *BEGINNING READING, *GRADE 1, *INDIVIDUAL INSTRUCTION, *READING COMPREHENSION, *READING INSTRUCTION, COMPREHENSION, JOHNSON, PHONETICS, READING ACHIEVEMENT, READING DEVELOPMENT, READING MATERIALS, READING PROGRAMS, READING RESEARCH, READING TESTS, VERMONT,

THIS STUDY COMPARED THE EFFECTIVENESS OF A STANDARD BASAL READING PROGRAM WITH AN INDIVIDUALIZED READING PROGRAM WHICH INCORPORATED (1) A PROGRAM OF PHONETIC SKILLS, (2) WORD RECOGNITION, (3) COMPREHENSION SKILLS, AND (4) A PROGRAM OF STORY READING. TWELVE COMBINATION FIRST- AND SECOND-GRADE INDIVIDUALIZED READING CLASSES WERE PAIRED WITH 12 BASAL READING CLASSES IN RURAL AREAS AND PRE- AND POST-TESTED. THE FINAL TEST COMPARISONS WERE BASED ON (1) WORD RECOGNITION, (2) PHONETIC ABILITY, (3) COMPREHENSION RATE, AND (4) SPELLING. THE ANALYSIS OF VARIANCE FOR THE POST MEASURES SHOWED THE INDIVIDUALIZED METHOD SIGNIFICANTLY EXCEEDED THE BASAL METHOD ON ALL SUBTESTS EXCEPT RATE OF READING. THE FAVORABLE RESULTS INDICATED THE DESIRABILITY OF AN INDIVIDUALIZED READING PROGRAM AT THE FIRST-GRADE LEVEL. (PM)

ED 003 487 24

SUBSTRATA-FACTOR REORGANIZATION ACCOMPANYING DEVELOPMENT IN SPEED AND POWER OF READING AT THE ELEMENTARY SCHOOL LEVEL.
BY- SINGER, HARRY
CALIFORNIA UNIV., RIVERSIDE
REPORT NUMBER CRP-2011 PUB DATE 65
EDRS PRICE MF-$0.45 HC-$11.80 295P.

DESCRIPTORS- *ELEMENTARY GRADES, *LEARNING THEORIES, *READING ACHIEVEMENT, *READING PROCESSES, *READING RESEARCH, ALVORD, CALIFORNIA, READING, READING ABILITY, READING DEVELOPMENT, READING INSTRUCTION, READING SKILLS, READING SPEED, READING TESTS, RIVERSIDE, SUBSTRATA-FACTOR THEORY OF READING,

SEVERAL DEVELOPMENTAL HYPOTHESES DRAWN FROM THE SUBSTRATA-FACTOR THEORY OF READING WERE TESTED AT THE ELEMENTARY SCHOOL LEVEL. TO ELABORATE ON THEORETICAL ASSERTIONS THAT READING ABILITY IS AN AUDIOVISUAL PROCESSING SKILL OF SYMBOLIC REASONING, THE SUBSTRATA FACTORS ACCOMPANYING DEVELOPMENT OF SPEED AND POWER OF READING WERE DEPICTED IN DIAGRAMMATIC MODELS. THE EXPERIMENTAL DESIGN CONSISTED OF (1) SELECTION OF A BATTERY OF TESTS FOR PREDICTING SPEED AND POWER OF READING, (2) ADMINISTRATION OF THIS BATTERY TO REPRESENTATIVE PUPILS IN GRADES THREE THROUGH SIX, AND (3) STATISTICAL TESTS OF HYPOTHESES BY MEANS OF MULTIPLE CORRELATION, SIGNIFICANCE OF DIFFERENCES BETWEEN MEANS OF KNOWN GROUPS, AND FACTOR ANALYSIS. THE SAMPLE CONTAINED 927 PUPILS IN GRADES THREE THROUGH SIX IN SIX ELEMENTARY SCHOOLS IN AN AVERAGE SOCIOECONOMIC DISTRICT. DEVELOPMENTAL HYPOTHESES OF THE SUBSTRATA-FACTOR THEORY WERE CONFIRMED. SPECIFIC FINDINGS INDICATED THAT (1) SEQUENTIAL DEVELOPMENT OF A HIERARCHICAL ORGANIZATION OF SUBSTRATA-FACTORS DID ACCOMPANY IMPROVEMENT IN SPEED AND POWER OF READING, (2) VISUAL PROCESSES WERE DOMINANT FOR SPEED OF READING, BUT BOTH VISUAL AND AUDITORY PROCESSES CONTINUED TO OPERATE IN POWER OF READING THROUGHOUT THE INTERMEDIATE GRADES, (3) SHIFT IN INSTRUCTIONAL EMPHASIS DURING THESE GRADE TOWARDS WORD MEANING AND REASONING-IN-CONTEXT ABILITIES AND PROCESSES WAS TO SOME DEGREE CONSISTENT WITH DEVELOPMENTAL CHANGES, (4) THE AVERAGE READER DEVELOPED MORE OR LESS AT AN EVEN RATE IN ALL OF HIS SUBABILITIES AND IN SPEED AND POWER OF READING THROUGHOUT THE INTERMEDIATE GRADES, AND (5) DURING GRADES THREE THROUGH SIX, THE SLOWEST AND LEAST POWERFUL READERS WERE APPROXIMATELY THREE GRADES BEHIND THE DEVELOPMENT OF THE FASTEST AND MOST POWERFUL READERS. (JM)

ED 003 488 24

THE EFFECT OF DIFFERENT APPROACHES OF INITIAL INSTRUCTION ON THE READING ACHIEVEMENT OF A SELECTED GROUP OF FIRST GRADE CHILDREN.
BY- REID, HALE C. BELTRAMO, LOUISE
CEDAR RAPIDS COMMUNITY SCHOOL DISTRICT, IOWA
REPORT NUMBER CRP-2698 PUB DATE 65
IOWA UNIV., IOWA CITY
EDRS PRICE MF-$0.45 HC-$11.52 288P.

DESCRIPTORS- *BEGINNING READING, *GRADE 1, *INSTRUCTIONAL INNOVATION, *READING TESTS, *TEACHING METHODS, ACHIEVEMENT TESTS, APTITUDE TESTS, CEDAR RAPIDS, EVALUATION, INTELLIGENCE TESTS, IOWA, IOWA CITY, LOW ACHIEVERS, READING LEVEL, READING READINESS,

THE OBJECTIVE OF THIS STUDY WAS TO DEVELOP, TRY OUT, AND EVALUATE THE EFFECTS OF BEGINNING READING METHODS FOR FIRST-GRADE CHILDREN WHOSE SCORE FELL BELOW THE 60TH PERCENTILE ON THE METROPOLITAN READINESS TEST. SEVEN METHODS FOR TEACHING BEGINNING READING WERE SELECTED FOR INVESTIGATION--(1) LANGUAGE APPROACH, INVOLVING READING, WRITING, LISTENING, AND SPEAKING, (2) LETTER-SOUND APPROACH, (3) LITERATURE APPROACH, USING EASY-TO-READ BOOKS, (4) SKILLS DEVELOPMENT APPROACH, AND (5,6, AND 7) COMBINATIONS OF THE LANGUAGE APPROACH WITH METHODS (2), (3), AND (4). APPROXIMATELY SEVEN CLASSROOMS PER METHOD, WITH AN AVERAGE OF EIGHT PUPILS IN EACH LOW READING GROUP, WERE INVOLVED IN THE STUDY. DATA WERE GATHERED FOR THE SUBJECTS ON VARIOUS APTITUDE, ACHIEVEMENT, AND INTELLIGENCE TESTS. ALTHOUGH NO ONE METHOD PROVED SUPERIOR TO ALL OTHERS IN ALL RESPECTS, CERTAIN PATTERNS APPEARED WHICH SUGGESTED THE POTENTIAL SUPERIORITY OF THE LANGUAGE METHOD FOR THE LOW READING GROUP PUPIL. RECOMMENDATIONS WERE PROVIDED ON PRACTICES FOR WIDESPREAD ADOPTION AS WELL AS SUBJECTS FOR FURTHER STUDY. (LP)

ED 003 489 08

NATIONAL SEMINARS FOR RESEARCH IN VOCATIONAL EDUCATION, 1965.
BY- SCHILL, WILLIAM J.
ILLINOIS UNIV., URBANA
REPORT NUMBER ERD-003-65 PUB DATE 65
REPORT NUMBER BR-5-0199
GRANT OEG-5-85-0021
EDRS PRICE MF-$0.18 HC-$2.84 71P.

DESCRIPTORS- *EDUCATIONAL RESEARCH, *RESEARCH PROBLEMS, *RESEARCHERS, *SEMINARS, *VOCATIONAL EDUCATION, ILLINOIS, MICHIGAN STATE UNIVERSITY, OHIO STATE UNIVERSITY, RESEARCH METHODOLOGY, RESEARCH TOOLS, UNIVERSITY OF MINNESOTA, UNIVERSITY OF NEBRASKA, URBANA,

TO INCREASE THE COMPETENCE OF PERSONS ENGAGED IN RESEARCH ACTIVITIES IN THE VOCATIONAL EDUCATION FIELD, FOUR UNIVERSITY SEMINARS WERE CONDUCTED ON (1) VOCATIONAL RESEARCH DESIGN, (2) RESOURCES IN THE SOCIAL SCIENCES RELATING TO VOCATIONAL EDUCATION, (3) PARADIGMS FOR EVALUATION OF EDUCATIONAL PROGRAMS, AND (4) ADMINISTRATION OF DEVELOPMENT, PILOT, DEMONSTRATION, AND EXPERIMENTAL PROGRAMS, AND METHODS OF INITIATING RESEARCH PROPOSALS, FUNDING, REPORTING, AND DATA DISSEMINATION. EVALUATIVE INSTRUMENTS USED TO ASSESS SEMINAR OUTCOMES WERE (1) A PERSONAL DATA QUESTIONNAIRE, (2) AN ADAPTATION OF THE SEMANTIC DIFFERENTIAL DESIGNED TO ASSESS ATTITUDE TOWARD RESEARCH, (3) "BALES SMALL GROUP INTERACTION SCHEMA," AND (4) A PRE- AND POST-TEST ON CONTENT OF THE SEMINARS. THE TOTAL OF 136 PARTICIPANTS ENCOMPASSED 6 MAJOR AREAS OF EDUCATIONAL RESPONSIBILITY. GENERAL CONCLUSIONS SUGGESTED THAT THE SEMINARS WERE SUCCESSFUL AND SHOULD BE CONTINUED. PROCEDURES WERE RECOMMENDED FOR FUTURE SEMINARS. (HB)

ED 003 490 24
THE INFLUENCE OF SPEED AND PRIOR KNOWLEDGE AND EXPERIENCE ON ADULT LEARNING.
BY- SJOGREN, DOUGLAS D. KNOX, ALAN B.
NEBRASKA UNIV., LINCOLN
REPORT NUMBER CRP-2233 PUB DATE SEP 65
REPORT NUMBER BR-5-0011
EDRS PRICE MF-$0.27 HC-$7.16 179P.

DESCRIPTORS- *ADULT EDUCATION, *ADULT STUDENTS, *AGE DIFFERENCES, *LINEAR PROGRAMING, *PERFORMANCE, ACADEMIC PERFORMANCE, ACHIEVEMENT, ADULT PROGRAMS, FORTY EIGHT ITEM COUNSELOR EVALUATION TEST, LEARNING PROCESSES, LINCOLN, NEBRASKA, POE INVENTORY OF VALUES, PROGRAMED INSTRUCTION, PROGRAMED MATERIALS, SOCIOECONOMIC STATUS, STRONG VOCATIONAL INTEREST BLANK, TESTS, WESCHLER ADULT INTELLIGENCE SCALE,

SOME EFFECTS OF AGE ON ADULT LEARNING WERE STUDIED IN A SERIES OF FOUR EXPERIMENTS ON THE FOLLOWING VARIABLES--(1) SUSCEPTIBILITY TO SET-INDUCING CONDITIONS, (2) ATTITUDES ABOUT A TOPIC, (3) PRIOR KNOWLEDGE, AND (4) LEARNING SPEED OR EFFECTS OF VARIED PRESENTATION RATES. A REPRESENTATIVE SAMPLE OF 211 SUBJECTS WAS SELECTED ON THE BASIS OF SEX, AGE, PARTICIPATION IN ADULT EDUCATION, AND SOCIOECONOMIC STATUS. IN MOST CASES, EACH SUBJECT TOOK THE STRONG VOCATIONAL INTEREST BLANK, THE POE INVENTORY OF VALUES, THE 48 ITEM COUNSELOR EVALUATION TEST, AND THE WESCHLER ADULT INTELLIGENCE SCALE. TEN DIFFERENT SETS OF STUDY MATERIAL, RELATIVELY UNFAMILIAR AND INTERESTING, WERE SELECTED. LINEAR PROGRAMED INSTRUCTION MATERIAL WAS OBTAINED FROM THE UNIVERSITY OF NEBRASKA AND, AFTER REVISION, WAS ADMINISTERED TO THE SUBJECTS. RESULTS, WHICH SEEMED TO SHOW A CONSISTENCY ACROSS EXPERIMENTS, ARE DISCUSSED AND RELATED TO ADULT EDUCATION. THE MOST CONSISTENT RESULT WAS THE LACK OF APPARENT RELATIONSHIP BETWEEN AGE OF THE SUBJECT AND PERFORMANCE ON ANY OF THE CRITERION MEASURES. THIS PROVIDED EVIDENCE THAT THE OLDER ADULT IS NOT NECESSARILY HANDICAPPED WHEN COMPETING WITH A YOUNG ADULT IN A LEARNING SITUATION. (JC)

ED 003 491 08
OCCUPATIONAL DATA REQUIREMENTS FOR EDUCATION PLANNING, PROCEEDINGS OF A CONFERENCE, HELD AT THE UNIVERSITY OF WISCONSIN, JUNE 15-16, 1965.
BY- MARCH, GEORGIANNA B.
WISCONSIN UNIV., MADISON
REPORT NUMBER BR-5-0066 PUB DATE 66
EDRS PRICE MF-$0.27 HC-$7.20 180P.

DESCRIPTORS- *EDUCATIONAL PLANNING, *MANPOWER DEVELOPMENT, *MANPOWER UTILIZATION, *OCCUPATIONAL INFORMATION, *PLANNING, CONFERENCES, MADISON, WISCONSIN,

A CONFERENCE WAS HELD AT THE UNIVERSITY OF WISCONSIN ON THE SUBJECT OF OCCUPATIONAL DATA REQUIREMENTS FOR EDUCATION PLANNING ON JUNE 15-16, 1965. THE CONFERENCE FOCUSED ON FOUR AREAS--(1) THE OCCUPATIONAL DATA REQUIREMENTS FOR EDUCATION PLANNING, (2) THE ROLE OF TECHNOLOGICAL FORECASTING IN THE DEVELOPMENT AND USE OF MANPOWER, (3) FOREIGN EXPERIENCE IN THE UTILIZATION OF OCCUPATIONAL DATA FOR EDUCATIONAL PLANNING, AND (4) EVALUATION OF OCCUPATIONAL DATA AND THEIR USE IN OCCUPATIONAL PLANNING. (HB)

ED 003 492 08
A FOLLOW-UP NORMATIVE STUDY OF NEGRO INTELLIGENCE AND ACHIEVEMENT.
BY- KENNEDY, WALLACE A.
FLORIDA ST. UNIV., TALLAHASSEE
REPORT NUMBER BR-5-0621 PUB DATE 65
GRANT OEG-85-004
EDRS PRICE MF-$0.27 HC-$7.48 187P.

DESCRIPTORS- *FOLLOWUP STUDIES, *INTELLIGENCE QUOTIENT, *NEGRO ACHIEVEMENT, *NEGRO STUDENTS, *TESTING PROBLEMS, CALIFORNIA ACHIEVEMENT TEST, CULTURALLY DISADVANTAGED, EDUCATIONAL NEEDS, FLORIDA, GOODENOUGH DRAW A MAN TEST, MEASUREMENT INSTRUMENTS, SOUTHERN COMMUNITY, STANFORD BINET, TALLAHASSEE,

FOLLOWUP STUDIES WERE MADE ON 312 NEGRO CHILDREN, APPROXIMATELY ONE FIFTH OF A SAMPLE OF 1800 STUDENTS TESTED IN A PREVIOUS STUDY. THEY REPRESENTED A STRATIFIED RANDOM SAMPLE OF RURAL, URBAN, AND METROPOLITAN AREAS OF A SOUTHERN STATE. INSTRUMENTS USED FOR SCORING INCLUDED THE STANFORD-BINET, THE CALIFORNIA ACHIEVEMENT TEST, AND THE GOODENOUGH DRAW A MAN TEST. IT WAS CONCLUDED THAT REMEDIAL STEPS FOR INCREASING INTELLECTUAL AND ACADEMIC PERFORMANCE OF NEGRO CHILDREN MUST BEGIN AT PRE-SCHOOL AGE. (AL)

ED 003 493 08
WORKSHOP FOR THE PREPARATION OF HOME ECONOMICS TEACHERS TO TEACH WAGE EARNING PROGRAMS IN FOOD SERVICE.
BY- FULTS, ANNA CAROL
SOUTHERN ILLINOIS UNIV., CARBONDALE
REPORT NUMBER ERD-400 PUB DATE 65
REPORT NUMBER BR-5-0015
CONTRACT OEC-5-85-136
EDRS PRICE MF-$0.45 HC-$11.48 287P.

DESCRIPTORS- *FOODS INSTRUCTION, *HOME ECONOMICS EDUCATION, *RESOURCE MATERIALS, *SUMMER WORKSHOPS, *TERMINAL EDUCATION, CARBONDALE, CURRICULUM DEVELOPMENT, ILLINOIS, INSTRUCTIONAL MATERIALS, POST HIGH SCHOOL GUIDANCE, TEACHING PROGRAMS,

A SUMMER WORKSHOP WAS CONDUCTED IN 1965 TO PREPARE HOME ECONOMICS TEACHERS TO CONDUCT TRAINING PROGRAMS IN THE FOOD SERVICE AREA TO (1) PREPARE OLDER HIGH SCHOOL AND POST-HIGH SCHOOL YOUTH TO BECOME COOKS FOR NURSING HOMES, DAY CARE CENTERS, HOMES FOR CHILDREN, AND SCHOOL LUNCH PROGRAMS AND (2) DEVELOP CURRICULUM MATERIALS IN THE FOOD SERVICE AREA. THE WORKSHOP ACTIVITIES INCLUDED LECTURES, DEMONSTRATIONS, AND FIELD TRIPS. LITERATURE WAS REVIEWED IN THE AREAS OF (1) BASIC SKILLS IN THE MANAGEMENT OF WORK, PREPARATION AND SERVING OF FOOD, CARE AND USE OF EQUIPMENT, AND ORIENTATION TO EMPLOYMENT, (2) KNOWLEDGE OF GOVERNMENT SERVICES AND LAWS FOR PROTECTION OF EMPLOYEES, AND (3) PLANNING NEEDED TO PREPARE TRAINEES IN FOOD SERVICE. A MANUAL WAS WRITTEN WHICH INCLUDES (1) THE STEPS IN ORGANIZING A WAGE EARNING PROGRAM, (2) LESSONS ON FOOD SERVICE OCCUPATIONS, AND (3) A SUGGESTED TRAINING PROGRAM. THE MANUAL IS INTENDED TO PROVIDE HOME ECONOMICS TEACHERS WITH INCREASED INCENTIVE AND THE BACKGROUND NECESSARY FOR INITIATING A PROGRAM IN HOME ECONOMICS FOR WAGE EARNERS. (AL)

ED 003 494 08

NEW HORIZONS IN DEVELOPING VOCATIONAL EDUCATIONAL PROGRAMS IN SMALL HIGH SCHOOLS IN SMALL DISTRICTS.
BY- GREEN, JOHN A. AND OTHERS
IDAHO UNIV., MOSCOW
REPORT NUMBER ERD-291 PUB DATE 65
REPORT NUMBER BR-5-0143
GRANT OEG-6-85-004
EDRS PRICE MF-$0.18 HC-$3.48 87P.

DESCRIPTORS- *CURRICULUM DEVELOPMENT, *DROPOUTS, *HIGH SCHOOLS, *PREVOCATIONAL EDUCATION, *VOCATIONAL EDUCATION, CONFERENCES, EVALUATION TECHNIQUES, IDAHO, MOSCOW, RURAL AREAS, SMALL SCHOOLS, SUMMER WORKSHOPS,

THE ACTIVITIES OF A SUMMER WORKSHOP ON VOCATIONAL EDUCATION PROGRAMS WERE REPORTED. FOUR LEADERS WERE CHOSEN TO LEAD SMALL GROUP SESSIONS. THE TOPICS DISCUSSED WERE (1) DEVELOPING CURRICULUM AND ADMINISTRATIVE PATTERNS FOR OPERATION OF PREVOCATIONAL EDUCATION IN THE HIGH SCHOOL, (2) ISOLATING AND IDENTIFYING RESEARCHABLE PROBLEMS, (3) CREATING A PATTERN FOR EVALUATION OF EMERGING PROGRAMS, AND (4) STUDYING AND DETERMINING THE TRAINING NEEDS OF YOUTH. THE RESULTS OF THE CONFERENCE WERE SUMMARIZED AND EVALUATED. (RS)

ED 003 495 08

REPORT OF THE U.S. OFFICE OF EDUCATION - ROCHESTER INSTITUTE OF TECHNOLOGY SUMMER INSTITUTE IN INDUSTRIAL INSTRUMENTATION TECHNOLOGY, SUMMER, 1965.
BY- FRIBANCE, AUSTIN E.
ROCHESTER INST. OF TECHNOLOGY, N.Y.
REPORT NUMBER ERD-373-65 PUB DATE 65
REPORT NUMBER BR-5-0179
GRANT OEG-6-85-011
EDRS PRICE MF-$0.09 HC-$0.48 12P.

DESCRIPTORS- *INDUSTRIAL EDUCATION, *INSERVICE TEACHER EDUCATION, *INSTITUTE TYPE COURSES, *POST HIGH SCHOOL GUIDANCE, *SUMMER PROGRAMS, INSTRUMENT SOCIETY OF AMERICA, JUNIOR COLLEGES, SCIENCE LABORATORIES, SCIENTIFIC CONCEPTS,

A SUMMER INSTITUTE WAS HELD FOR PROSPECTIVE TEACHERS OF INDUSTRIAL INSTRUMENTATION. CLASSES AND LABORATORY SESSIONS WERE CONDUCTED DURING 6 WEEKS OF 1965. THE PARTICIPANTS CONSISTED OF EIGHT TRAINEES FROM THE FACULTY OF POST-HIGH SCHOOL TECHNICAL INSTITUTIONS, ONE FULL-TIME PROFESSOR, AND TWO GUEST LECTURES. THE ACTIVITIES INCLUDED CLASS INSTRUCTION, FIELD TRIPS, AND LABORATORY EXPERIENCES. EVALUATION OF THE PROGRAM WAS MADE BY THE TRAINEES, THE LECTURERS, AND AN EXTERNAL COMMITTEE FROM THE INSTRUMENT SOCIETY OF AMERICA. THE RESULTS INDICATED THAT A SUMMER INSTITUTE CAN BE USED EFFECTIVELY TO PREPARE PROSPECTIVE INDUSTRIAL INSTRUMENTATION TEACHERS. DEVELOPMENT OF A FUTURE PROGRAM THAT WOULD EXTEND THE TRAINING OVER 2 SUCCESSIVE SUMMER SESSIONS WAS SUGGESTED, AND RECOMMENDATIONS WERE MADE TO MAKE AVAILABLE MORE APPARATUS TO PROVIDE EACH PARTICIPANT EXPERIENCE WITH ALL OF THE BASIC APPARATUS. (AL)

ED 003 496 56

CHALLENGING THE SUPERIOR STUDENT BY MAKING THE STUDY OF RUSSIAN AVAILABLE IN THE ELEMENTARY SCHOOL CURRICULUM VIA TELEVISION.
BY- GORDON, OAKLEY J. AND OTHERS
UTAH UNIV., SALT LAKE CITY
REPORT NUMBER NDEA-VIIA-129 PUB DATE 63
GRANT OEG-7-54-0050-024
EDRS PRICE MF-$0.18 HC-$2.96 74P.

DESCRIPTORS- *ACHIEVEMENT TESTS, *ELEMENTARY SCHOOL STUDENTS, *INSTRUCTIONAL TELEVISION, *LANGUAGE INSTRUCTION, *RUSSIAN, COCURRICULAR ACTIVITIES, GRADE 4, GRADE 5, METROPOLITAN ACHIEVEMENT TEST, PINTNER DUROST GENERAL ABILITY TEST, SALT LAKE CITY, SUPERIOR STUDENTS, UTAH,

OVER A 3-YEAR PERIOD, THIS STUDY INVESTIGATED MANY FACETS OF THE ACHIEVEMENT, BEHAVIOR, AND INTERESTS OF GROUPS OF STUDENTS WHO BEGAN THE EXTRACURRICULAR STUDY OF THE RUSSIAN LANGUAGE IN THE FOURTH AND FIFTH GRADES. IN ADDITION, SEVERAL CONTROL GROUPS WERE STUDIED TO ALLOW COMPARISONS OF THE EFFECTS OF THIS LANGUAGE PROGRAM. IT WAS CONCLUDED THAT, REGARDLESS OF IQ OR WHETHER THE LANGUAGE WAS TAUGHT VIA TV OR WITH A LIVE INSTRUCTOR, THE STUDENTS TAKING RUSSIAN APPEARED TO HAVE PROFITED FROM THE EXPERIENCE. NOT ONLY DID THEY GAIN CONSIDERABLE KNOWLEDGE OF RUSSIAN BUT THEY ALSO APPEARED TO HAVE IMPROVED IN THEIR REGULAR CLASSROOM WORK AND BEHAVIOR AS A RESULT OF THE EXPERIENCE. REGULAR CLASSROOM WORK OF THE "AVERAGE" STUDENTS TAKING RUSSIAN WAS PERFORMED AS WELL AS, OR BETTER THAN, THE CONTROL GROUP OF "SUPERIOR" STUDENTS WHO WERE NOT TAKING THE LANGUAGE. OTHER RESULTS ARE REPORTED IN TERMS OF SEVEN HYPOTHESES TESTED. (JC)

ED 003 497 56

PRODUCTION AND USE OF CLASSROOMS ON FILM VERSUS TRADITIONAL OBSERVATIONS IN TEACHER EDUCATION, FINAL REPORT.
BY- PAINTER, WILLIAM I.
AKRON UNIVERSITY, OHIO
REPORT NUMBER NDEA-VIIA-127 PUB DATE 30 JUN 61
EDRS PRICE MF-$0.09 HC-$0.72 18P.

DESCRIPTORS- *CLASSROOM RESEARCH, *EDUCATIONAL PSYCHOLOGY, *INSTRUCTIONAL AIDS, *INSTRUCTIONAL FILMS, *TEACHER EDUCATION, AKRON, AUDIOVISUAL AIDS, CURRICULUM DEVELOPMENT, CURRICULUM GUIDES, FILMS, OHIO, TEACHER PROGRAMS,

THIS PROJECT WAS DESIGNED TO EVALUATE THE POSSIBLE AND EFFECTIVE USE OF AUTHENTIC AND UNREHEARSED CLASSROOM FILMS IN LIEU OF DIRECT CLASSROOM OBSERVATION. TWO CONTROL AND TWO EXPERIMENTAL GROUPS WERE ARRANGED WITHIN AN EDUCATIONAL PSYCHOLOGY COURSE, AND A NEW SYLLABUS WAS PRODUCED. NEW TESTS WERE DEVISED TO MEASURE MORE ACCURATELY ANY DIFFERENCES THAT MIGHT OCCUR. THE PROJECT WAS PUT INTO EFFECT FOR THREE SEMESTERS, THE THIRD SEMESTER HAVING THE FULL COMPLEMENT OF NINE FILMS AND NINE OBSERVATIONS. RESULTS FROM THE FIRST SEMESTER SHOWED NO SIGNIFICANT DIFFERENCES. THE SECOND SEMESTER RESULTS SHOWED A STATISTICALLY SIGNIFICANT DIFFERENCE IN FAVOR OF THE FILMS, AND THE FINAL SEMESTER RESULTS SHOWED NO SIGNIFICANT ACHIEVEMENT DIFFERENCE BETWEEN THE TWO GROUPS. WHILE NO LARGE RESULTS IN FAVOR OF THE FILM SYSTEM WERE DEMONSTRATED USE OF THE FILMS--(1) SAVED A GREAT DEAL OF STUDENT TIME, (2) ALLOWED FOR A LARGER VIEWING GROUP THAN COULD BE ACCOMMODATED IN A CLASSROOM, AND (3) ALLOWED FOR MORE INTELLIGENT STUDENT DISCUSSION BECAUSE OF COMMON OBSERVATION. (PM)

ED 003 498 56

REPORT AND EVALUATION ON "WHEN IS SEPTEMBER."
BY- DUROST, WALTER N.
PINELLAS COUNTY BOARD OF PUBLIC INSTRUCTION
REPORT NUMBER NDEA-VIIA-120 PUB DATE 60
EDRS PRICE MF-$0.27 HC-$6.40 160P.

DESCRIPTORS- *ADJUSTMENT (TO ENVIRONMENT), *EARLY EXPERIENCE, *ORIENTATION, *PRESCHOOL CHILDREN, *TELEVISED INSTRUCTION, CLEARWATER, EDUCATIONAL TELEVISION, FLORIDA, GRADE 1, GROUP LIVING, MOTIVATION TECHNIQUES, OPINIONS, PARENT PARTICIPATION, SCHOOL ORIENTATION, STUDENT ADJUSTMENT,

TWENTY 30-MINUTE TELEVISION PROGRAMS WERE PRODUCED ON FILM IN THE PERIOD FROM MAY 11 TO AUGUST 3, 1959, FOR THE PURPOSES OF (1) ACQUAINTING THE YOUNG CHILD PRIOR TO ENTERING THE FIRST GRADE AS TO THE NATURE OF THE NEW ENVIRONMENT HE WILL ENCOUNTER, (2) ENCOURAGING THE DEVELOPMENT OF PROFICIENCY IN CERTAIN BASIC TASKS AND SKILLS FOR GROUP LIVING IN THE FIRST GRADE, AND (3) ORIENTING PARENTS ON THEIR RESPONSIBILITIES, AND THE ROLES OF THE TEACHER, PRINCIPAL, AND ADMINISTRATIVE STAFF. AN EVALUATION OF THE PROJECT WAS MADE IN FOUR MAJOR CATEGORIES--(1) OPINION POLLS OF PARENTS WHO PARTICIPATED IN THE SERIES, (2) OPINIONS OF FIRST-GRADE TEACHERS, (3) A COMPARATIVE STUDY OF CHILDREN WHO PARTICIPATED AND A MATCHED GROUP OF CHILDREN WHO DID NOT PARTICIPATE, INVOLVING EVALUATIVE TESTS AND DEVICES, AND (4) AN EVALUATION OF THE PROJECT BY THE SCHOOL PRINCIPALS. IN SPITE OF A LARGE NUMBER OF OBSTACLES ENCOUNTERED, IT WAS CONCLUDED THAT SUCH TELEVISION EXPERIENCE CAN CONTRIBUTE NOTABLY TO THE ADJUSTMENT OF CHILDREN IN SCHOOL IF PROPERLY PLANNED, AND IF THOSE FOR WHOM IT IS DESIGNED ARE MOTIVATED. A NUMBER OF RECOMMENDATIONS WERE MADE FOR FUTURE ACTION. (JC)

ED 003 499 56

MODERN LANGUAGE AUDIO-VISUAL RESEARCH PROJECT.
BY- BORGLUM, GEORGE P.
WAYNE STATE UNIV., DETROIT, MICH.
REPORT NUMBER NDEA-VIIA-112 PUB DATE 64
GRANT OEG-7-32-0570-009
EDRS PRICE MF-$0.36 HC-$8.80 220P.

DESCRIPTORS- *AUDIOVISUAL INSTRUCTION, *FRENCH, *INSTRUCTIONAL MATERIALS, *LANGUAGE INSTRUCTION, *TEACHING GUIDES, AUDIOVISUAL AIDS, AUTOINSTRUCTIONAL AIDS, DETROIT, FILMS, FILMSTRIPS, FOREIGN LANGUAGE FILMS, LANGUAGE ENRICHMENT, LANGUAGE TESTS, MICHIGAN, PHONOTAPE RECORDINGS,

THIS STUDY IMPROVED, EXTENDED, AND EVALUATED INSTRUCTIONAL MATERIALS FOR THE TEACHING OF FRENCH. PREVIOUS EFFORTS HAD EXPLORED POTENTIALS FOR AUDIOVISUAL AIDS, HAD DEVELOPED INSTRUCTIONAL MATERIALS FOR AN INTEGRATED AUDIOVISUAL LANGUAGE-TEACHING SYSTEM, AND HAD PRODUCED AN ILLUSTRATIVE FILM "LANGUAGE TEACHING IN CONTEXT." THE REVISED AND NEWLY DEVELOPED MATERIALS REPRESENTED VARIOUS APPROACHES TO AUDIOVISUAL INSTRUCTION AT THE ELEMENTARY AND INTERMEDIATE FRENCH LEVELS. ALL MATERIALS WERE NOT REQUIRED FOR USE AS A TOTAL PROGRAM. PROJECT MATERIALS INCLUDED FOUR LARGE, SEPARATE PACKAGES--(1) A REVISED COMPLETE COURSE FOR BEGINNERS IN HIGH SCHOOL OR COLLEGE FRENCH CONSISTING OF A STUDENT BOOK, APPROXIMATELY 1,270 COLOR SLIDES, OVER 19 HOURS OF DRILL TAPES RECORDED IN FRANCE WITH A 186-PAGE EXERCISE TEXT PROVIDED, AND A 535-PAGE TEACHING GUIDE, (2) A NEW COURSE ON BEGINNING FRENCH INCORPORATING IMPROVED ORGANIZATION AND STRUCTURE, (3) A GROUP OF MOTION PICTURES ON FRANCE AND THE FRENCH PEOPLE WHICH EMPHASIZED UNDERSTANDING AND SPEAKING AT INTERMEDIATE AND ADVANCED-INTERMEDIATE LEVELS AND INCLUDED 10 COLOR MOTION PICTURES, 10 FILMSTRIPS, 10 RECORDED COMMENTARIES SYNCHRONIZED WITH FILMSTRIPS, 10 RECORDED QUESTIONNAIRES SYNCHRONIZED WITH FILMSTRIPS, 10 1-HOUR DRILLS, STUDENT BOOK, AND TEACHERS GUIDE, AND (4) AUDIOVISUAL FILMSTRIP AIDS AND MATERIALS FOR USE WITH A LITERATURE TEXT. IN ADDITION, TWO ACCESSORY PRODUCTIONS WERE DEVELOPED--(1) 30 HOURS OF TAPED DRILLS TO SUPPLEMENT ANY BEGINNING OR INTERMEDIATE BOOK IN FRENCH AND (2) A 276-PAGE BOOK ON THE STRUCTURE OF FRENCH. (JM)

ED 003 500 56

A COMPARATIVE EVALUATION OF TWO MODERN METHODS FOR TEACHING A SPOKEN LANGUAGE.
BY- HANZELI, VICTOR E. CREORE, A.E.
WASHINGTON UNIV., SEATTLE
REPORT NUMBER NDEA-VIIA-108 PUB DATE 60
GRANT OEG-745016-09
EDRS PRICE MF-$0.18 HC-$3.24 81P.

DESCRIPTORS- *AUDIOVISUAL INSTRUCTION, *COLLEGE INSTRUCTION, *FRENCH, *LANGUAGE INSTRUCTION, AUDIOVISUAL AIDS, COLLEGE CURRICULUM, COURSE OBJECTIVES, LANGUAGE AIDS, LANGUAGE FLUENCY, LANGUAGE TESTS, SEATTLE, WASHINGTON,

AN EXPERIMENTAL COLLEGE COURSE WAS DEVELOPED TO TEST THE EFFICACY OF TWO MODERN APPROACHES OF TEACHING FRENCH. THE EXPERIMENTAL CLASSES USED A TEXT WHICH INCORPORATED THE USE OF AUDIOVISUAL TECHNIQUES FOR MORE COMPLETE CONVERSATIONAL MASTERY. THE CLASSES WERE GIVEN SUPPLEMENTARY MATERIALS AND PRE- AND POST-TESTED ON (1) COMPREHENSION, (2) SPEAKING, (3) READING, AND (4) WRITING DURING 3 EXPERIMENTAL QUARTERS. FOR TESTING PURPOSES, A 5-PERCENT LEVEL OF SIGNIFICANCE WAS CONSIDERED A SIGNIFICANT LEVEL OF QUANTITATIVE DIFFERENCE.

EXPERIMENTAL STUDENTS ACHIEVED PRONUNCIATION FAR SUPERIOR TO THAT OF THE CONTROL STUDENTS. SUPERIOR MOTIVATIONAL VALUE OF THE AUDIOVISUAL APPROACH IS REVEALED BY CONTINUANCE FIGURES AND NUMBER OF STUDENTS ELECTING FRENCH AS A MAJOR. IN READING AND WRITING, HOWEVER, THE EXPERIMENTAL GROUP SCORED LOWER THAN BOTH THE CONTROL GROUP AND THE NATIONAL AVERAGE. WHILE THE TEST BATTERY WAS NOT COMPLETELY SATISFACTORY, THE STUDY SUGGESTED THAT THE EXPERIMENTAL TEXT BE REVISED TO ALSO INCLUDE AN AUDIOVISUAL APPROACH TO THE READING AND WRITING OF A FOREIGN LANGUAGE SO AS TO ACCOMPLISH A MORE UNIFORM PERFORMANCE. (PM)

ED 003 501 56
AN EXPERIMENTAL STUDY OF INFLUENCE OF THE EXPERIENCED TEACHER ON TELEVISION.
BY- MYERS, LAWRENCE
SYRACUSE UNIV., N.Y.
REPORT NUMBER NDEA-VIIA-161 PUB DATE 61
EDRS PRICE MF-$0.18 HC-$3.00 75P.

DESCRIPTORS- *COLLEGE INSTRUCTION, *EDUCATIONAL TELEVISION, *EFFECTIVE TEACHING, *TELEVISED INSTRUCTION, *TELEVISION TEACHERS, CONVENTIONAL INSTRUCTION, MEDIA RESEARCH, NEW YORK, SYRACUSE, TEACHER EXPERIENCE, TEACHING TECHNIQUES,

THE EFFECTIVENESS OF THE EXPERIENCED COLLEGE TEACHER WAS EVALUATED AS HE LECTURED TO STUDENTS OVER TELEVISION. FOUR PAIRS OF EXPERIENCED AND INEXPERIENCED TEACHERS WERE SELECTED FOR FOUR EXPERIMENTAL LECTURES PRESENTED WITHIN THE CONTEXT OF AN EXISTING LIBERAL ARTS COURSE. ELEMENTS WERE SO ROTATED THAT STUDENTS WERE EXPOSED TO BOTH THE CONVENTIONAL CLASSROOM AND TELEVISION TEACHING METHODS BY BOTH EXPERIENCED AND INEXPERIENCED TEACHERS. THE FACTORIAL DESIGN PERMITTED ONE TO RELATE STUDENT ACHIEVEMENT TO TEACHERS AND TO METHODS. THE TELEVISION AND CONVENTIONAL PRESENTATIONS MADE BY EXPERIENCED AND INEXPERIENCED TEACHERS APPEARED TO BE EQUALLY EFFECTIVE WHERE DISSEMINATION OF INFORMATION FOR IMMEDIATE RETENTION WAS DESIRED. EXPERIENCED TEACHERS WERE EQUALLY EFFECTIVE "LIVE" OR ON TELEVISION WHEN TEACHING STUDENTS (1) TO APPLY PRINCIPLES, (2) TO INTERPRET DATA, (3) TO THINK CRITICALLY, AND (4) TO ACCEPT ATTITUDES. THE EXPERIENCED TEACHER MADE THE STRONGER IMPRESSION ON STUDENTS ON SELECTED PERSONALITY TRAITS. SUGGESTED AIMS FOR FUTURE RESEARCH WERE THE ESTABLISHMENT OF CRITERIA FOR A SUCCESSFUL TELEVISION TEACHER PERSONALITY AND A STUDY OF THE NATURE OF THE LEARNER IN THE TELEVISION COMMUNICATIONS PROCESS. (PM)

ED 003 502 56
A STUDY TO DETERMINE THE RELATIVE EFFECTIVENESS OF THE USE OF A SERIES OF FILMED DEMONSTRATIONS IN TEACHER EDUCATION FOR A NEW HIGH SCHOOL MATHEMATICS CURRICULUM.
BY- BEBERMAN, MAX VAN HORN, CHARLES
NATIONAL EDUCATIONAL TV AND RADIO CENTER, NEW YORK
REPORT NUMBER NDEA-VIIA-158 PUB DATE 60
ILLINOIS UNIV., URBANA
GRANT OEG-720010
EDRS PRICE MF-$0.18 HC-$2.68 67P.

DESCRIPTORS- *DEMONSTRATIONS (EDUCATIONAL), *FILMS, *INSTRUCTIONAL FILMS, *TEACHER ATTITUDES, *TEACHER EDUCATION, ACADEMIC PERFORMANCE, COMPARATIVE ANALYSIS, EFFECTIVE TEACHING, HIGH SCHOOL STUDENTS, ILLINOIS, INSTRUCTIONAL INNOVATION, MATHEMATICS CURRICULUM, URBANA,

THIS PROJECT WAS DESIGNED TO DETERMINE A SPECIFIC APPLICABILITY OF USING CLASSROOM DEMONSTRATION FILMS AS PART OF TEACHER EDUCATION PROGRAMS, INSTEAD OF THE CONVENTIONAL TECHNIQUE OF LIVE CLASSROOM OBSERVATION. A SERIES OF 20 FILMS WAS PREPARED FROM FOOTAGE OBTAINED DURING THE COURSE OF 77 MEETINGS OF A NORMALLY SCHEDULED CLASS IN THE UNIVERSITY OF ILLINOIS HIGH SCHOOL DURING 1 ACADEMIC YEAR. EACH FILM WAS 30 MINUTES IN LENGTH AND WAS DEVOTED TO ONE TOPIC FROM A COURSE IN BEGINNING ALGEBRA. THE FILMS WERE USED IN TRAINING A GROUP OF 34 TEACHERS AT A SUMMER CONFERENCE HELD AT THE UNIVERSITY. THE ATTITUDES OF THESE TEACHERS AND THE SUBSEQUENT PERFORMANCE OF THEIR PUPILS WERE COMPARED TO THOSE OF ANOTHER GROUP OF TEACHERS TRAINED AT A SIMILAR CONFERENCE HELD THE SAME SUMMER IN WHICH DEMONSTRATION CLASSES WERE TAUGHT BY AN EXPERIENCED TEACHER. THIS REPORT DESCRIBES THE FILMS, THE MANNER IN WHICH THEY WERE MADE AND USED, AND THE OUTCOMES OF THE COMPARISONS MADE OF THE TWO GROUPS OF TEACHERS. SUBJECT-MATTER COMPETENCE OF THE PUPILS TAUGHT BY THE TWO GROUPS WAS MEASURED BY 18 QUIZZES AND 3 UNIT EXAMINATIONS ADMINISTERED THROUGHOUT 1 SCHOOL YEAR. AN UNFORESEEABLE CIRCUMSTANCE WAS THE PLACEMENT OF ALL FOUR OF THE LEAST CAPABLE CLASSES IN THE ENTIRE COMPARISON SAMPLE IN THE HANDS OF TEACHERS TRAINED AT THE FILM OBSERVATION CONFERENCE. WHEN THE DATA FROM THESE CLASSES WERE INCLUDED, ONLY 1 OF 21 COMPARISONS SHOWED SIGNIFICANT DIFFERENCES BETWEEN THE GROUPS. FORECASTS OF DIFFICULTY OF TEACHING SUBJECT UNITS MADE BY THE FILM-TRAINED TEACHERS WERE FOUND TO MORE CLOSELY MATCH ACTUAL EXPERIENCE THAN FORECASTS BASED ON THE LIVE-CLASS DEMONSTRATION. (JC)

ED 003 503 56
THE DEVELOPMENT OF A MOBILE LABORATORY FOR THE IN-SERVICE EDUCATION OF TEACHERS OF SCIENCE AND MATHEMATICS.
BY- RICHARDSON, JOHN S. DIEHL, T. HANDLEY
OHIO STATE UNIV., COLUMBUS, RESEARCH FOUNDATION
REPORT NUMBER NDEA-VIIA-177 PUB DATE MAY 61
REPORT NUMBER RF-945
GRANT OEG-733014-09
EDRS PRICE MF-$0.27 HC-$7.64 191P.

DESCRIPTORS- *CURRICULUM DEVELOPMENT, *INSERVICE TEACHER EDUCATION, *MOBILE LABORATORIES, *SCIENCE INSTRUCTION, *TEACHER IMPROVEMENT, COLUMBUS, INSTRUCTIONAL AIDS, INSTRUCTIONAL MATERIALS, MATHEMATICS INSTRUCTION, OHIO,

TO IMPROVE THE ACADEMIC COMPETENCE OF SCIENCE AND MATHEMATICS TEACHERS, A MOBILE LABORATORY WAS DEVELOPED TO PROVIDE INSERVICE EDUCATION. CURRICULUM DEVELOPMENT PRECEDED THE LABORATORY DEVELOPMENT. THE MOBILE LABORATORY WAS PROVIDED WITH EQUIPMENT, APPARATUS, AND DISPLAYS. SCHOOLS WERE SELECTED AND DESIGNATED AS AN EXPERIMENTAL GROUP AND A REFERENCE GROUP. EVALUATIONS WERE MADE BY MEASURES INVOLVING TEACHERS, STUDENTS, SUPERVISORS, AND ADMINISTRATORS. IN GENERAL THE RESULTS INDICATED THAT THE TEACHERS IMPROVED ACADEMICALLY AND, TO A LESSER EXTENT PROFESSIONALLY. ALSO, THE TEACHING AIDS WERE FOUND TO BE MORE VALUABLE THAN THE LABORATORY AND DEMONSTRATION EQUIPMENT. FINALLY, PROGRESS WAS MADE IN ACHIEVING A CLOSER RELATIONSHIP BETWEEN MATHEMATICS AND SCIENCE IN THE CURRICULUM FOR THESE TEACHERS. THE IMPLICATIONS FOR FURTHER DEVELOPMENT WERE THAT A LONGER

VEHICLE, NEARLY SELF-CONTAINED, WAS NEEDED AND THAT A GREATER NUMBER OF SPECIALISTS SHOULD PARTICIPATE. (RS)

ED 003 504 56

REPORT OF RESEARCH ON THE INTEGRATION OF SCIENCE TEACHING BY TELEVISION INTO THE ELEMENTARY SCHOOL PROGRAM.
BY- GARRY, RALPH J. AND OTHERS
BOSTON UNIV., MASS., SCH. OF EDUCATION
REPORT NUMBER NDEA-VIIA-031 PUB DATE 31 OCT 60
GRANT OEG-719008-09
EDRS PRICE MF-$0.18 HC-$3.48 87P.

DESCRIPTORS- *ACHIEVEMENT GAINS, *GRADE 5, *SCIENCE COURSES, *TELEVISED INSTRUCTION, *TELEVISION RESEARCH, ATTITUDES, BOSTON, EDUCATIONAL TELEVISION, INTERESTS, MASSACHUSETTS, NATURAL SCIENCES, PROGRAM EVALUATION, STUDENT ATTITUDES, STUDENT INTERESTS,

DURING 1959, BOSTON UNIVERSITY CARRIED OUT A RESEARCH PROJECT TO STUDY THE EFFECTS OF TELEVISED INSTRUCTION WITH 90 FIFTH-GRADE CLASSES PARTICIPATING IN A SERIES OF TELEVISED NATURAL SCIENCE PROGRAMS. OBJECTIVES OF THE STUDY WERE TO DETERMINE HOW MUCH CHILDREN LEARNED FROM THE PROGRAMS, THE EFFECTS OF THE SERIES ON CHILDREN'S INTERESTS, ATTITUDES, AND REASONING ABILITY, AND WHICH OF CERTAIN COMBINATIONS OF AUXILIARY CLASSROOM PROCEDURES WERE THE MORE EFFECTIVE. IN ADDITION, THE STUDY WAS CONCERNED WITH THE QUESTIONS REGARDING THE RELATIONSHIP OF CHANGE TO DIFFERENCES IN SEX, INTELLIGENCE, AND PARENTAL OCCUPATION. OF THE 90 CLASSES IN THE STUDY, 18 WERE DESIGNATED AS CONTROL CLASSES AND 72 AS EXPERIMENTAL. THE 72 TEACHERS OF THESE CLASSES WERE DIVIDED INTO 3 TEACHER GROUPS--(1) THE FIRST GROUP OF 24 TEACHERS RECEIVED SCIENCE WORKSHOP TRAINING, (2) A SECOND GROUP OF 24 PARTICIPATED IN A WORKSHOP CONCERNING TELEVISION INSTRUCTION, AND (3) THE THIRD GROUP OF 24 TEACHERS RECEIVED NO SPECIAL TRAINING. TWO MAJOR SETS OF COMPARISONS WERE MADE, THE FIRST BETWEEN THE CONTROL AND EXPERIMENTAL GROUPS, THE SECOND BETWEEN AND WITHIN EXPERIMENTAL ASSIGNMENTS. MAJOR CHANGES WERE OBSERVED IN GAINS IN FACTUAL INFORMATION. OBSERVED EFFECTS ON INTERESTS, ATTITUDES, AND REASONING WERE NEGLIGIBLE. THE VALIDITY OF THE MEASURING INSTRUMENTS WAS QUESTIONED. (JC)

ED 003 505 56

HELPING TEACHERS CHANGE THEIR BEHAVIOR.
BY- FLANDERS, NED A. AND OTHERS
MICHIGAN UNIV., ANN ARBOR, SCH. OF EDUCATION
REPORT NUMBER NDEA-VIIA-033 PUB DATE APR 63
GRANT OEG-7-32-0560-171-0
EDRS PRICE MF-$0.27 HC-$6.92 173P.

DESCRIPTORS- *FILMSTRIPS, *INSERVICE PROGRAMS, *INTERACTION ANALYSIS, *STUDENT ATTITUDES, *TEACHER IMPROVEMENT, *TEACHER INFLUENCE, ANN ARBOR, AUDIOVISUAL AIDS, BEHAVIOR PATTERNS, FEEDBACK, INSERVICE TEACHER EDUCATION, MICHIGAN, SELF DIRECTED CLASSROOMS, TEACHER CHARACTERISTICS, TEACHER PROGRAMS,

THE OBJECTIVES OF THE STUDY WERE TO--(1) INTRODUCE SOUND FILMSTRIPS AS AUDIOVISUAL AIDS FOR INSERVICE TEACHER TRAINING AND (2) EVALUATE AN INSERVICE PROGRAM IN TERMS OF CHANGES IN SPONTANEOUS TEACHER BEHAVIOR. FIFTY-ONE TEACHERS (DIVIDED INTO TWO GROUPS OF AN INSERVICE TRAINING PROGRAM) WERE OBSERVED IN THE FALL BEFORE PARTICIPATING AND IN THE SPRING AFTER THE PROGRAM. RESULTS SHOWED THAT THE TEACHERS WHO HAD THEIR OWN IDEAS AND COMMENTS INTEGRATED INTO THEIR PROGRAM--(1) ENGAGED IN MORE EXPERIMENTATION AND (2) APPLIED MORE INDIRECT, OR FLEXIBLE, PATTERNS OF TEACHER INFLUENCE IN THEIR CLASSROOMS. BY USING INTERACTION ANALYSIS ON TEACHER ACHIEVEMENT AND ATTITUDE, IT WAS DETERMINED DESIRABLE TO HAVE A FEEDBACK TO ASSESS THE DEGREE OF TEACHER INFLUENCE. IN ADDITION, THE MOST CONSTRUCTIVE TEACHER INFLUENCE APPEARED WHERE THERE WAS AN OPPORTUNITY FOR INDEPENDENT AND SELF-DIRECTED INQUIRY IN THE CLASSROOM. THE INFLUENCE OF SUCH OTHER FACTORS AS MORALE AND PRESENTATION CONDITIONS PREVENTED EVALUATION OF THE FILMSTRIPS IN ANY ABSOLUTE SENSE. (PM)

ED 003 506 56

STUDIES OF PATTERNS OF INFLUENCE IN THE SCHOOL SITUATION AS THEY AFFECT THE USE OF AUDIOVISUAL MATERIALS.
BY- KNOWLTON, JAMES Q.
INDIANA UNIV., BLOOMINGTON, DIV. OF EDUC. MEDIA
REPORT NUMBER NDEA-VIIA-038 PUB DATE JUL 63
GRANT OEG-7-12-029-00
EDRS PRICE MF-$0.27 HC-$6.72 168P.

DESCRIPTORS- *ATTITUDES, *AUDIOVISUAL INSTRUCTION, *AUDIOVISUAL PROGRAMS, *FILMS, *INFORMATION DISSEMINATION, AUDIOVISUAL AIDS, BLOOMINGTON, CHANGING ATTITUDES, INDIANA, TEACHER ATTITUDES,

THIS STUDY ATTEMPTED TO OBTAIN DATA WHICH WOULD HELP INSURE THE SUCCESS OF AN INFORMATION CAMPAIGN URGING MORE EXTENSIVE USE OF AUDIOVISUAL MATERIALS IN HIGH SCHOOLS. SEVERAL INTERDEPENDENT PHASES OF THE RESEARCH EFFORT ARE REPORTED. CHAPTER TWO REPORTS WHAT WAS DONE TO TRY TO DISCOVER EXISTING CHANNELS OF COMMUNICATION THAT CARRIED INFORMATION WHICH ENCOURAGED THE USE OF AUDIOVISUAL MATERIALS. IN CHAPTER THREE THERE IS A REPORT ON TEACHER ATTITUDES TOWARD AUDIOVISUAL DEVICES AND MATERIALS. CHAPTER FOUR DEALS WITH COGNITIVE DISSONANCE. CHAPTER FIVE DISCUSSES THE VALIDITY OF CERTAIN OF THE SOCIOMETRIC DATA GATHERED IN THE STUDY. CHAPTER SIX DEALS WITH THE QUESTION--TO WHAT DEGREE CAN THE FINDINGS CONCERNING FILM BE GENERALIZED TO APPLY TO OTHER AUDIOVISUAL DEVICES AND MATERIALS. THE RESULTS OF THE STUDY REVEAL (1) ATTITUDES TOWARD THE USE OF FILMS DO NOT RELATE TO AUDIOVISUAL AIDS IN GENERAL, AND (2) THE "SUBJECT TAUGHT" IS AN IMPORTANT VARIABLE. NEGATIVE OUTCOMES OF THE STUDY ASSISTED IN A RECONCEPTUALIZATION OF THE PROBLEM WHICH IS PRESENTED IN CHAPTER SEVEN. (JC)

ED 003 507 56

THE UNIVERSITY FACULTY AND EDUCATIONAL TELEVISION--HOSTILITY, RESISTANCE, AND CHANGE, A SOCIAL PSYCHOLOGICAL INVESTIGATION IN DEPTH.
BY- EVANS, RICHARD I. AND OTHERS
HOUSTON UNIV., TEXAS
REPORT NUMBER NDEA-VIIA-051 PUB DATE 62
GRANT OEG-741015
EDRS PRICE MF-$0.45 HC-$12.28 307P.

DESCRIPTORS- *ATTITUDES, *PROFESSORS, *TEACHER EXPERIENCE, *TELEVISED INSTRUCTION, *VIDEO TAPE RECORDINGS, CHANGING ATTITUDES, EDUCATIONAL TELEVISION, FACTOR ANALYSIS, HOUSTON, OSGOOD SEMANTIC DIFFERENTIAL, PROGRAM EVALUATION, TEXAS,

FACULTY RESISTANCE TO THE USE OF EDUCATIONAL TELEVISION WAS THE FOCAL POINT OF AN INVESTIGATION DIRECTED TOWARD EXPLORING ATTITUDES AND VALUES OF PROFESSORS AND CONDITIONS WHICH MAY PRECIPITATE ATTITUDE MODIFICATION. AN ADAPTATION OF THE OSGOOD SEMANTIC DIFFERENTIAL PLUS A SERIES OF "TEACHING BEHAVIOR" ITEMS WAS ADMINISTERED TO THE FACULTY OF A UNIVERSITY. ATTITUDES TOWARD AN ARRAY OF CONCEPTS, INCLUDING THE USE OF TELEVISION, WERE MEASURED ON EVALUATIVE, POTENCY, AND ACTIVITY DIMENSIONS. COMPARISONS BETWEEN PROFESSORS FAVORABLE AND UNFAVORABLE IN THEIR ATTITUDES TOWARD TELEVISION INSTRUCTION WERE MADE ON THE BASIS OF THE VARIABLES MEASURED. A FACTOR ANALYSIS OF ABOUT 300 RESPONSES TO THE OSGOOD ITEMS WAS MADE. THE STUDY ALSO INVOLVED TWO DEPARTMENTS WHICH HAD BEEN UNWILLING TO BECOME INVOLVED IN TELEVISION INSTRUCTION. THESE DEPARTMENTS PARTICIPATED IN AN OSTENSIBLY INTENSIVE IMPROVEMENT OF A TEACHING PROGRAM WHICH INCLUDED AN EVALUATION OF THE VIDEO TAPE RECORDER FOR SELF-IMPROVEMENT OF TEACHING. SOME OF THE FINDINGS WERE--(1) THERE WAS EVIDENCE OF AN OVER-RATING BY THE FACULTY OF ITS TEACHING SKILL AND HARSH JUDGMENT OF MEMBERS WHO ERR, (2) FORCED-COMPLIANCE SITUATIONS APPEARED TO MODIFY TEACHING BY TELEVISION IN A FAVORABLE DIRECTION, AND (3) MARKED DIFFERENCES WERE NOTED BETWEEN THOSE PROFESSORS WHO WERE FAVORABLE TO TELEVISION AND THOSE UNFAVORABLE. THE VIDEO TAPE RECORDER EMERGED AS A PROMISING TECHNIQUE FOR THE SELF-IMPROVEMENT OF FACULTY INSTRUCTION. (JC)

ED 003 508 56

A FIELD EXPERIMENT IN THE SUMMER--THE USE OF OPEN-CIRCUIT TELEVISION INSTRUCTION TO BRIDGE THE GAP BETWEEN HIGH SCHOOL AND COLLEGE.
BY- HEAD, SYDNEY W. PHILIPS, C. LEE
MIAMI UNIV., CORAL GABLES, FLA.
REPORT NUMBER NDEA-VIIA-060 PUB DATE 61
EDRS PRICE MF-$0.09 HC-$1.72 43P.

DESCRIPTORS- *COLLEGE PREPARATION, *EDUCATIONAL PROGRAMS, *EDUCATIONAL TELEVISION, *OPEN CIRCUIT TELEVISION, *POST HIGH SCHOOL GUIDANCE, CORAL GABLES, EDUCATIONAL METHODS, EDUCATIONAL OBJECTIVES, FLORIDA, PROGRAM EVALUATION, STUDENT DEVELOPMENT, SUMMER PROGRAMS,

A TWO-PHASE EXPERIMENT TESTED THE FEASIBILITY OF MOTIVATING RECENT HIGH SCHOOL GRADUATES TO DEVOTE SUMMER STUDY IN INTRODUCTORY COLLEGE STUDENTS FOR CREDIT BY MEANS OF OPEN CIRCUIT TELEVISION. A PILOT AND A EXPERIMENTAL COURSE WERE SCHEDULED IN SUCCESSIVE SUMMERS. THE PILOT PROGRAM SHOWED FAVORABLE RESULTS, BUT AN EXPANDED EXPERIMENTAL COURSE WAS USED FOR FINAL RESULTS. THE COURSES OFFERED WERE FRESHMAN ENGLISH, SYMBOLIC LOGIC, AND WORLD CIVILIZATION. COMPARATIVE PLACEMENT TESTS GIVEN AT THE BEGINNING OF THE SCHOOL YEAR SHOWED THAT THOSE WHO HAD COMPLETED THE TELEVISION COURSE WERE BETTER PREPARED FOR COLLEGE. THE MAIN QUESTION RAISED, HOWEVER, WAS ANSWERED IN THE NEGATIVE - IT WAS NOT POSSIBLE TO MOTIVATE A SIGNIFICANT NUMBER OF STUDENTS. STUDENTS WHO TOOK THE COURSE SHOWED HIGHER THAN AVERAGE MOTIVATION AND ACADEMIC ABILITY. EVIDENCE DID SHOW THAT THE SUMMER TELEVISION ASSISTED SOME STUDENTS IN MAKING THE TRANSISTION TO COLLEGE AND STRONG EVIDENCE INDICATED THAT THE LEARNING EXPERIENCE ITSELF WAS EFFECTIVE. (PM)

ED 003 509 56

TELEVISION IN HEALTH SCIENCES EDUCATION.
BY- GRANT, THEO. S. MERRILL, IRVING R.
CALIFORNIA UNIV., SAN FRANCISCO, MEDICAL CENTER
REPORT NUMBER NDEA-VIIA-064
GRANT OEG-7-14-1440003
EDRS PRICE MF-$0.18 HC-$2.60 65P.

DESCRIPTORS- *DENTAL HEALTH, *HEALTH EDUCATION, *HOSPITAL SCHOOLS, *TELEVISED INSTRUCTION, *TELEVISION RESEARCH, CALIFORNIA, CLOSED CIRCUIT TELEVISION, DENTAL CLINICS, HEALTH PROGRAMS, SAN FRANCISCO, TELEVISION TEACHERS, TELEVISION VIEWING, VIDEO TAPE RECORDINGS,

A MAJOR MEDICAL CENTER CONDUCTED A SERIES OF EXPERIMENTAL STUDIES CONCERNED WITH THE USE OF CLOSED CIRCUIT TELEVISION INSTRUCTION IN THE CURRICULUMS OF MEDICINE, DENTISTRY, PHARMACY, AND NURSING. THE SIX STUDIES REPORTED WERE (1) OVER 300 HEALTH SCIENCE TELEVISION PRESENTATIONS WERE PRODUCED, PRESENTED TO STUDENTS, AND EVALUATED. REPORTS WERE MADE AT THE CONCLUSION OF EACH PROGRAM. THE EFFICIENCY OF TELEVISION IN HEALTH SCIENCE EDUCATION IS DESCRIBED IN TERMS OF TELEVISION'S CAPABILITY OF IMAGE MULTIPLICATION, MAGNIFICATION, ASSOCIATION, TRANSFORMATION, AND MEMORY, (2) HOME AND HOSPITAL VIEWING OF CONTINUING EDUCATIONAL BROADCASTS WERE INVESTIGATED UNDER THREE PRESENTATION-RESPONSE CONDITIONS. INDIVIDUAL VIEWING AT HOME WAS FOUND TO BE SUPERIOR TO GROUP VIEWING AT THE HOSPITAL. NO DIFFERENCES WERE FOUND FOR THE PRESENTATION-RESPONSE CONDITIONS, (3) A MEASUREMENT WAS MADE OF ACHIEVEMENT IN SCIENCE REASONING FOR PHYSIOLOGY. THE TELEVISED INSTRUCTOR-DEMONSTRATION APPEARED AS EFFICIENT AS THE LABORATORY EXERCISE, (4) AN INVESTIGATION WAS MADE OF THE DECREASE IN RETENTION OF TELEVISION PRESENTATIONS DURING THE DELAY BETWEEN DENTAL LABORATORY INSTRUCTION AND APPLICATION. NO DIFFERENCES WERE FOUND BETWEEN GROUPS RECEIVING INSTRUCTION BY TELEVISION AND ILLUSTRATED LECTURE, (5) STEP-SIZE WAS INVESTIGATED IN TELEVISION PRESENTATIONS ON DENTAL TECHNIQUES, AND (6) THE EFFICIENCY OF TELEVISION PRESENTATIONS EMPLOYING SUBJECTIVE AND OBSERVER CAMERA ANGLES WAS INVESTIGATED. (TC)

ED 003 510 56

IMPROVEMENT OF STUDENT TEACHING--THE USE OF TELEVISION FOR IMPROVING TEACHER TRAINING AND FOR IMPROVING MEASURES OF STUDENT-TEACHING PERFORMANCE, PHASE 1.
BY- SCHUELER, HERBERT AND OTHERS
CITY UNIV. OF NEW YORK, HUNTER COLLEGE
REPORT NUMBER NDEA-VIIA-068-I PUB DATE 62
GRANT OEG-730035
EDRS PRICE MF-$0.36 HC-$8.00 200P.

DESCRIPTORS- *CLOSED CIRCUIT TELEVISION, *KINESCOPE RECORDINGS, *TEACHER EDUCATION, *TEACHER EVALUATION, *TELEVISED INSTRUCTION, LEARNING EXPERIENCE, NEW YORK, NEW YORK CITY, STUDENT TEACHING, SUPERVISION, VIDEOTAPE RECORDINGS,

EVIDENCE WAS SOUGHT ABOUT THE USEFULNESS OF KINESCOPE RECORDINGS OF STUDENT-TEACHING PERFORMANCES IN THE PROFESSIONAL DEVELOPMENT OF TEACHER CANDIDATES. THIS REPORT, PHASE ONE, WAS CONCERNED WITH AN EVALUATION OF THREE

SUPERVISORY METHODS--(1) SUPERVISION THROUGH PERSONAL VISITATION, (2) SUPERVISION THROUGH KINESCOPE RECORDINGS, AND (3) A COMBINATION OF VISITATION AND KINESCOPES. THE HYPOTHESIS OF PHASE ONE WAS THAT A STUDENT WOULD MAKE GREATER PROGRESS IF HE COULD OBSERVE HIS PERFORMANCE ON A KINESCOPE UNDER THE TUTELAGE OF A SUPERVISOR THAN HE COULD THROUGH DISCUSSION OF HIS PERFORMANCE BASED ON THE SUPERVISOR'S AND HIS OWN RECOLLECTION. MAJOR SOURCES OF DATA WERE--(1) ANALYSIS OF SCORES ON THE TEACHING OBSERVATION SCHEDULE, (2) RECORDED INTERVIEWS WITH STUDENTS, AND (3) REACTIONS OF THE SUPERVISORS. COMPARATIVE SCORES IN THE BEHAVIORAL OBSERVATION SCHEDULE REVEALED NO SIGNIFICANT SUPERIORITY OF ANY ONE METHOD. THE INTERVIEWS, HOWEVER, STRONGLY SUPPORTED THE COMBINATION METHOD. INTERPRETATIONS ARE GIVEN OF THE DISSIMILAR RESULTS. PHASE TWO WAS ASSIGNED ACCESSION NUMBER ED 003 511. (JC)

ED 003 511 56

A COMPARISON OF METHODS OF OBSERVATION IN PRESERVICE TEACHER TRAINING--THE USE OF TELEVISION FOR IMPROVING TEACHER TRAINING AND FOR IMPROVING MEASURES OF STUDENT-TEACHING PERFORMANCE, PHASE II.
BY- STOLLER, NATHAN   LESSER, GERALD S.
CITY UNIV. OF NEW YORK, HUNTER COLLEGE
REPORT NUMBER NDEA-VIIA-068-II   PUB DATE 63
GRANT OEG-730035
EDRS PRICE MF-$0.27 HC-$5.76 144P.

DESCRIPTORS- *CLOSED CIRCUIT TELEVISION, *KINESCOPE RECORDINGS, *STUDENT TEACHING, *TEACHER EDUCATION, *TELEVISED INSTRUCTION, EDUCATIONAL TELEVISION, LEARNING EXPERIENCE, NEW YORK, NEW YORK CITY, TEACHER EVALUATION, VIDO TAPE RECORDINGS,

THIS REPORT REPRESENTS THE SECOND PHASE OF A TWO-PART RESEARCH PROJECT CONCERNING WAYS TO IMPROVE CERTAIN ASPECTS OF TEACHER EDUCATION THROUGH CLOSED-CIRCUIT TELEVISION AND KINESCOPE RECORDINGS. IN THIS PHASE IT WAS PREDICTED THAT KINESCOPE RECORDINGS WOULD PROVIDE A MORE EFFECTIVE MEDIUM OF OBSERVATION THAN LIVE TELEVISION, AND THAT TELEVISION OBSERVATION WOULD IN TURN BE MORE EFFECTIVE THAN OBSERVATION IN THE CLASSROOM. MEASURES OF TWO DEPENDENT VARIABLES WERE USED TO TEST THE HYPOTHESIS--(1) STUDENTS' RESPONSE TO THE OBSERVATIONAL TECHNIQUES THROUGH AN OBJECTIVE MULTIPLE-CHOICE MEASURE OF INFORMATION ABOUT TEACHING METHODS, AND (2) AN ESSAY EXAMINATION ASSESSING ABILITY TO CRITICALLY EVALUATE AN OBSERVED CLASSROOM LESSON. MEASURES OF PERFORMANCE ON THE ESSAY EXAMINATION STRONGLY SUPPORTED THE NOTION THAT KINESCOPE RECORDINGS WERE MORE EFFECTIVE THAN CLOSED CIRCUIT TELEVISION AND THAT BOTH WERE MORE EFFECTIVE THAN DIRECT OBSERVATION. PHASE I WAS REPORTED IN ED 003 510. (JC)

ED 003 512 56

CLOSED CIRCUIT TELEVISION IN TEACHER EDUCATION.
BY- KELLER, ROBERT J.   AND OTHERS
MINNESOTA UNIV., MINNEAPOLIS, COLL. OF EDUCATION
REPORT NUMBER NDEA-VIIA-077   PUB DATE 14 DEC 61
GRANT OEG-721013-09
EDRS PRICE MF-$0.09 HC-$1.04 26P.

DESCRIPTORS- *CLOSED CIRCUIT TELEVISION, *INSERVICE TEACHER EDUCATION, *KINESCOPE RECORDINGS, *OBSERVATION, *TEACHER EDUCATION, MINNEAPOLIS, MINNESOTA, PRESERVICE EDUCATION, TELEVISION,

A 3-YEAR PROJECT WAS INITIATED IN THE SPRING OF 1959 FOR BROAD PURPOSES--(1) TO STUDY THE RELATIVE ADVANTAGES OF OBSERVATION IN TEACHER EDUCATION BY CLOSED-CIRCUIT TELEVISION (CCTV), USE OF KINESCOPES, AND DIRECT OBSERVATION, (2) TO DEVELOP VALID AND RELIABLE MEASURING INSTRUMENTS FOR EVALUATING OBSERVATIONAL PRACTICES AND SKILLS, (3) TO DEVELOP KINESCOPE RECORDINGS FOR TEACHER EDUCATION, (4) TO EVALUATE THE USEFULNESS OF THESE RECORDINGS, AND (5) TO PROVIDE A PILOT STUDY FOR ASSESSING WAYS IN WHICH CCTV CAN BE USED IN RELATED AREAS OF TEACHER EDUCATION. THIS BROCHURE OR GRAPHIC REPORT PRESENTED IN PICTORIAL FORM SOME OF THE PROJECT EXPERIENCES, PROCEDURES, AND DIMENSIONS, ARE INCLUDED--(1) A DESCRIPTION OF THE ADVANTAGES OF CCTV AND KINESCOPE RECORDINGS, (2) A LISTING OF THE RECORDINGS PRODUCED, (3) A PRESENTATION OF THEIR APPLICATIONS, AND (4) SUMMARY RESEARCH FINDINGS. THE INVESTIGATIONS SHOWED THAT CCTV PERMITTED FLEXIBLE USE OF STUDENT AND STAFF TIME AND OF PHYSICAL FACILITIES. (JC)

ED 003 513 56

AN EXPERIMENTAL STUDY OF PATTERNS FOR IMPROVING THE PREPARATION OF PRE-SERVICE TEACHERS IN THE USE OF AUDIOVISUAL MATERIALS AND OF EFFECTS ON PUPILS.
BY- TORKELSON, G.M.
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
REPORT NUMBER NDEA-VIIA-079   PUB DATE MAR 65
GRANT OEG-7-48-0720-034
EDRS PRICE MF-$0.36 HC-$9.72 243P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *EXPERIMENTAL PROGRAMS, *FOLLOWUP STUDIES, *INSTRUCTIONAL IMPROVEMENT, *PRESERVICE EDUCATION, AUDIOVISUAL PROGRAMS, COMPARATIVE ANALYSIS, EFFECTIVE TEACHING, INSTRUCTIONAL MATERIALS, PENNSYLVANIA, PERFORMANCE FACTORS, STUDENT TEACHING, TEACHER EDUCATION, TEACHER EVALUATION, UNIVERSITY PARK,

A TWO-PHASE STUDY WAS REPORTED ON THE IMPROVEMENT OF TEACHER PREPARATION BY USE OF INSTRUCTIONAL MATERIALS. THE FIRST PHASE INVOLVED FOUR PATTERNS OF INSTRUCTION--A SEPARATE COURSE, INTEGRATED COURSES, SELF STUDY, AND STUDENT TEACHING. PHASE TWO INCLUDED FOLLOWUP ACTIVITIES TO DETERMINE THE EFFECTIVENESS OF THE TEACHER PREPARATION PROGRAM. A TOTAL OF 896 STUDENTS WERE INVOLVED IN THE EXPERIMENT. PHASE ONE DESIGN CALLED FOR RANDOM DISTRIBUTION OF STUDENTS AMONG THE FOUR PATTERNS OF INSTRUCTION. A NUMBER OF EQUATING AND EVALUATION INSTRUMENTS WERE ADMINISTERED. THE STATISTICAL ANALYSIS IN THIS PHASE CONSISTED OF THE COMPARISON OF THE VARIOUS GROUPS AND SUBGROUPS ON MEAN PERFORMANCES. THERE WERE NO SIGNIFICANT DIFFERENCES AMONG THE PATTERNS IN TERMS OF A GROSS COMPARISON ON ALL MEASURES. PHASE TWO RECORDED AND OBSERVED THE EFFECTS OF THE VARIOUS PATTERNS OF INSTRUCTION UPON THE PERFORMANCE OF THE PARTICIPANTS IN THE EXPERIMENT UPON BECOMING INSERVICE TEACHERS. THE PHASE II ACTIVITIES REPORTED INCLUDE A PROCEDURE FOR LOCATING STUDENTS AND ARRANGING INTERVIEWS, AND A DESCRIPTION OF INTERVIEW SCHEDULES AND ANALYSIS TECHNIQUES. THE RESULTS INDICATED THAT THE SELF-STUDY PATTERN PRODUCED THE MOST POSITIVE OPINION TOWARD THE AUDIOVISUAL COURSE. THE GENERAL CONCLUSIONS DRAWN FROM THE RESULTS OF THE TOTAL 4-YEAR EFFORT WERE THAT, IN

ACQUIRING THE INFORMATION AND SKILLS ASSOCIATED WITH A BASIC AUDIOVISUAL COURSE, NO ONE PATTERN OF INSTRUCTION WAS BETTER THAN ANOTHER, AND THAT THE TEACHERS DID NOT TAKE ADVANTAGE OF THE MATERIALS AND EQUIPMENT AVAILABLE IN THE SCHOOLS. (RS)

ED 003 514 56

AN EXPERIMENT TO DETERMINE THE VALUES OF USING AMPLIFIED CLASSROOM TELEPHONE INTERVIEWS WITH SIGNIFICANT INDIVIDUALS TO ENRICH CERTAIN COLLEGE COURSES, FINAL REPORT.
BY- BURKHART, JAMES A.
STEPHENS COLL., COLUMBIA, MO.
REPORT NUMBER NDEA-VIIA-250 PUB DATE 60
EDRS PRICE MF-$0.09 HC-$1.88 47P.

DESCRIPTORS- *COLLEGE INSTRUCTION, *ENRICHMENT ACTIVITIES, *INSTRUCTIONAL INNOVATION, AMERICAN GOVERNMENT (COURSE), BUSINESS EDUCATION, COLLEGE CURRICULUM, COLUMBIA, EDUCATIONAL RESOURCES, EXPERIMENTAL PROGRAMS, INTERVIEWS, INVENTORY OF BELIEFS, LITERATURE, MISSOURI, PHILOSOPHY, TELEPHONE COMMUNICATION SYSTEMS,

AN OFFICE TELEPHONE WITH AN ATTACHED AMPLIFICATION UNIT AND AN AUXILIARY MICROPHONE TELEPHONE WAS USED IN FOUR DIFFERENT COLLEGE COURSES FOR REGULARLY SCHEDULED INTERVIEWS WITH PROMINENT INDIVIDUALS. A 1-YEAR EXPERIMENT UTILIZED AN EXPERIMENTAL SECTION AND A CONTROL SECTION FOR COURSES IN AMERICAN GOVERNMENT, MODERN BUSINESS, PHILOSOPHY, AND WORLD LITERATURE. EXPERIMENTAL SECTIONS WERE TAUGHT BY REGULAR METHODS, BUT WITH THE ADDITION OF A TELEPHONE INTERVIEW WHICH WAS EITHER (1) STUDENT-CENTERED WITH A SHORT INSTRUCTOR "WARM-UP" FOR THE INTERVIEW, OR (2) TEACHER-CENTERED WITH STUDENT QUESTIONS FOLLOWING A 20- OR 30-MINUTE INSTRUCTOR INTERROGATION DURING THE INTERVIEW. PRE- AND POST-TESTS CONSISTED OF AN INVENTORY OF BELIEFS AND A KNOWLEDGE TEST. IN THE ONE COURSE IN WHICH COMPLETE TESTING WAS ACCOMPLISHED, THE EXPERIMENTAL GROUP MADE SIGNIFICANTLY HIGHER SCORES WITH RESPECT TO KNOWLEDGE THAN DID THE CONTROL GROUP (TELEPHONE INTERVIEWING WAS NOT INCLUDED IN THIS LATTER GROUP'S SCHEDULE). WHILE EMPIRICAL EVIDENCE FROM TESTING DID NOT ESTABLISH THE VALIDITY OF THE AMPLIFIED TELEPHONE INTERVIEW, OVERWHELMING EVIDENCE FROM INDIVIDUALS INTERVIEWED AND FROM FACULTY AND STUDENT REACTION INDICATED A FAVORABLE ENDORSEMENT OF THE PROGRAM. (JM)

ED 003 515 56

DEVELOPMENT OF PROBLEM SOLVING ABILITY AND LEARNING OF RELEVANT-IRRELEVANT INFORMATION THROUGH FILM AND TV VERSIONS OF A STRENGTH OF MATERIALS TESTING LABORATORY, FINAL REPORT.
BY- HARRIS, CHARLES O. AND OTHERS
MICHIGAN ST. UNIV., EAST LANSING,COLL. OF EDUC.
REPORT NUMBER NDEA-VIIA-251 PUB DATE 5 NOV 62
GRANT OEG-7-20-040-00
EDRS PRICE MF-$0.09 HC-$1.56 39P.

DESCRIPTORS- *COLLEGE INSTRUCTION, *ENGINEERING, *INSTRUCTIONAL FILMS, *INSTRUCTIONAL TELEVISION, *LABORATORY EXPERIMENTS, COGNITIVE ABILITY, COLLEGE STUDENTS, COMPARATIVE ANALYSIS, COMPARATIVE TESTING, EAST LANSING, LEARNING PROCESSES, MICHIGAN, PROBLEM SOLVING, TEACHING METHODS,

SEVERAL PROBLEMS WHICH ARISE WITH THE USE OF FILM AND TELEVISION IN INSTRUCTION WERE INVESTIGATED. STUDY CONSIDERATIONS WERE FOCUSED ON DIFFERENTIATION BETWEEN RELEVANT AND IRREVELANT LEARNING BY COMPARING LABORATORY TEACHING TECHNIQUES FOR AN ENGINEERING COURSE WITH FILM PRESENTATIONS OF THE SAME MATERIAL. THERE WERE NO OVERALL SIGNIFICANT DIFFERENCES ATTRIBUTABLE TO THE FILM VERSUS LABORATORY METHODS OF PRESENTATION. FOR CERTAIN EXPERIMENTS, HOWEVER, THE FILM HAD DIFFERENTIAL EFFECTS. IN PROBLEM-SOLVING EXPERIMENTS, THREE METHODS WERE STUDIED--FILM ONLY, LABORATORY ONLY, AND FILM PLUS LABORATORY. THE COMBINED FILM AND LABORATORY METHOD WAS SIGNIFICANTLY MORE EFFECTIVE IN PREPARING THE STUDENT FOR APPLYING THEORY, METHODS, AND KNOWLEDGE ABOUT APPARATUS WHICH WERE LEARNED IN CLASS TO NEW PROBLEM SITUATIONS. INSTRUCTORS OF THE STRENGTH OF MATERIALS COURSE INVESTIGATED AGREED THAT FILMS CAN PRESENT, IN A SHORT PERIOD OF TIME, A SYSTEMATIC AND COMPLETE PRESENTATION WHICH IS DIFFICULT OT OBTAIN IN A LIVE PRESENTATION IN A LABORATORY. (JC)

ED 003 516 56

A STUDY OF THE RELATIVE EFFECTIVENESS OF SELECTED APPROACHES TO THE IN-SERVICE EDUCATION OF TEACHERS IN THE UTILIZATION OF IN-SCHOOL RADIO AND TELEVISION BROADCASTS.
BY- GLASGOW, M.W.
OKLAHOMA UNIV., NORMAN
REPORT NUMBER NDEA-VIIA-253 PUB DATE 61
GRANT OEG-7-46-0330-046
EDRS PRICE MF-$0.27 HC-$5.96 149P.

DESCRIPTORS- *AUDIOVISUAL PROGRAMS, *INSERVICE TEACHER EDUCATION, *RADIO, *TELEVISED INSTRUCTION, *TELEVISION SURVEYS, EXPERIMENTAL PROGRAMS, NORMAN, OKLAHOMA, QUESTIONNAIRES,

AUDIOVISUAL PROGRAMS AND GUIDELINES FOR TEACHER EDUCATION WERE DEVELOPED AND TESTED. THE SAMPLES WERE RANDOMLY SELECTED FROM TEACHERS AND PUPILS AND ASSIGNED FOR RADIO AND TELEVISION INSTRUCTION TO EITHER THE CONTROL GROUP OR ONE OF 15 EXPERIMENTAL GROUPS. THE DATA WERE COLLECTED FROM QUESTIONNAIRES AND OBJECTIVE SUBJECT MATTER TESTS. ANALYSES OF VARIANCE WERE PERFORMED. THERE DID NOT APPEAR TO BE A DIFFERENCE BETWEEN THE CHOICES FOR RADIO OR TELEVISION AS A TEACHING MEDIUM. THE TEACHER WORKSHOP WITH PRINTED MATERIALS WAS THE MOST EFFECTIVE OF THE FOUR PROCEDURES TESTED. (RS)

ED 003 517 56

THE DEVELOPMENT OF ANIMATED FILMS TO FACILITATE CREATIVE SPACE PERCEPTION.
BY- HOWE, HAROLD B. AND OTHERS
RENSSELAER POLYTECHNIC INST., TROY, N.Y.
REPORT NUMBER NDEA-VIIA-259 PUB DATE DEC 61
GRANT OEG-7-42-1070-060
EDRS PRICE MF-$0.09 HC-$1.40 35P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *ENGINEERING DRAWING, *INSTRUCTIONAL FILMS, *MEDIA RESEARCH, *TEACHING METHODS, COLLEGES, NEW YORK, PERCEPTION, PROGRAM DEVELOPMENT, PROGRAM EVALUATION, PROJECTION EQUIPMENT, QUESTIONNAIRES, TROY,

THREE DIFFERENT METHODS OF TEACHING DESCRIPTIVE GEOMETRY WERE EVALUATED. AN ANALYSIS WAS MADE OF (1) THE ACHIEVEMENT OF 176 STUDENTS TAUGHT BY THE MULTIVIEW PROJECTION METHOD,

(2) 172 STUDENTS TAUGHT BY THE PICTURE METHOD PLUS MULTIVIEW PROJECTION, AND (3) 188 STUDENTS TAUGHT BY THE FIRST TWO METHODS AND ANIMATED FILMS. THE BASES FOR ANALYSIS WERE DAILY WORK, DRAWING PLATES, QUIZZES, REVIEWS, WORKBOOKS, QUESTIONNAIRES, AND A FINAL EXAMINATION. STUDENTS AMONG THE THREE POPULATIONS WERE EQUIVALENT IN TERMS OF (1) PAST PERFORMANCES, (2) FIELD OF CONCENTRATION, AND (3) GENERAL ACADEMIC ABILITY. NO SIGNIFICANT DIFFERENCES IN OVERALL ACHIEVEMENT WERE CLEARLY DISCERNIBLE AMONG POPULATIONS. SEVEN RECOMMENDATIONS ARE OFFERED FOR FUTURE RESEARCH. (HB)

ED 003 518 08

LABOR AND VOCATIONAL EDUCATION, NATIONAL CONFERENCE OF LABOR REPRESENTATIVES HELD AT KELLOGG CENTER FOR CONTINUING EDUCATION, MICHIGAN STATE UNIVERSITY, EAST LANSING, MICHIGAN, SEPTEMBER 8 - 10, 1965.
BY- HOEHLER, FRED K., JR. AND OTHERS
MICHIGAN ST. UNIV., EAST LANSING
REPORT NUMBER BR-5-0130 PUB DATE SEP 65
EDRS PRICE MF-$0.18 HC-$2.52 63P.

DESCRIPTORS *ADVISORY COMMITTEES, *CONFERENCES, *LABOR UNIONS, *STATE PROGRAMS, *VOCATIONAL EDUCATION, EAST LANSING, KELLOGG CENTER, MANPOWER DEVELOPMENT, MICHIGAN, VOCATIONAL EDUCATION ACT OF 1963, VOCATIONAL SCHOOLS,

A CONFERENCE OF LABOR LEADERS AND MEMBERS OF VOCATIONAL EDUCATION BOARDS AND ADVISORY COUNCILS MET FOR A 3-DAY CONFERENCE. THERE WERE 91 PARTICIPANTS FROM 30 STATES. EDUCATORS AND LABOR ORGANIZATION EXECUTIVES PRESENTED ADDRESSES ON THE FOLLOWING TOPICS--(1) PUBLIC EDUCATION IN AMERICA TODAY, (2) THE MEANING OF THE VOCATIONAL EDUCATION ACTIONS IN THE STATE AND COMMUNITY, (3) FUNCTIONS OF AREA VOCATIONAL SCHOOLS, (4) NEW WAYS OF TRAINING FOR INDUSTRY, (5) DISADVANTAGED YOUTH, (6) THE STATE PLAN FROM "A TO Z," (7) LEADERSHIP DEVELOPMENT IN VOCATIONAL EDUCATION, (8) THE JOBS OF THE LABOR REPRESENTATIVE, AND (10) MANPOWER TRAINING AND VOCATIONAL EDUCATION. (JM)

ED 003 519 08

A REVIEW AND APPRAISAL OF ADULT LITERACY MATERIALS AND PROGRAMS.
BY- BARNES, ROBERT F. HENDRICKSON, ANDREW
OHIO STATE UNIV., COLUMBUS, COLLEGE OF EDUCATION
REPORT NUMBER CRP-6-029 PUB DATE SEP 65
REPORT NUMBER BR-5-0067
EDRS PRICE MF-$0.36 HC-$8.72 218P.

DESCRIPTORS- *ADULT EDUCATION PROGRAMS, *ILLITERATE ADULTS, *MATERIAL DEVELOPMENT, *PROGRAM EVALUATION, COLUMBUS, INTERVIEWS, LITERACY, LITERACY PROGRAMS, OHIO, TEACHER EDUCATION, TEACHING METHODS,

AN OBSERVATION TEAM OF SPECIALISTS VISITED SITES OF 35 SEPARATE ADULT EDUCATION PROGRAMS IN MANY STATES. INTERVIEWS WERE CONDUCTED WITH ADMINISTRATORS, TEACHERS, AND ILLITERATES. MATERIALS WERE EXAMINED, CLASSROOM INTERACTIONS WERE OBSERVED, OBSERVATIONS WERE MADE OF TEACHER AND STUDENT BEHAVIOR, AND ANALYSES WERE MADE OF THE FUNDAMENTALS UNDERLYING TEACHING METHODOLOGY. THE REPORT WAS PRESENTED IN THREE PARTS. PART ONE REPORTED ON THE OBJECTIVES, THE STUDENTS, THE TEACHERS, AND MATERIALS ON THE VARIOUS PROGRAMS. PART TWO EVALUATED THE INSTRUCTIONAL MATERIALS. PART THREE REVIEWED RESEARCH ON INSTRUCTIONAL MATERIALS, TESTS, AND METHODS. CONCLUSIONS REPORTED WERE—(1) ADULT LITERACY EDUCATION PROGRAMS MUST HAVE CAREFULLY DEVELOPED TEACHER TRAINING PLANS, (2) THE PROGRAMS MUST FIELD TEST THE VARIOUS INSTRUCTIONAL MATERIALS TO BE USED, (3) THERE IS A NEED TO IDENTIFY THE FUNCTIONALLY ILLITERATE SEGMENT OF THE ADULT POPULATION. FURTHER RESEARCH WAS INDICATED IN THE AREAS OF LEARNING, MOTIVATION, TEACHING METHODS AND TECHNIQUES, AND TEACHER TRAINING. (RS)

ED 003 520 24

ANALYSIS OF RESEARCH ON SELECTED ASPECTS OF EVALUATION IN ADULT EDUCATION.
BY- SUTTON, ELIZABETH W.
FLORIDA ST. UNIV., TALLAHASSEE
REPORT NUMBER CRP-S-238 PUB DATE 66
REPORT NUMBER BR-5-8268
EDRS PRICE MF-$0.54 HC-$13.56 339P.

DESCRIPTORS- *ADULT EDUCATION, *COMPARATIVE ANALYSIS, *EDUCATIONAL RESEARCH, *EVALUATION TECHNIQUES, *RESEARCH METHODOLOGY, FLORIDA, METHODS RESEARCH, PROGRAM EVALUATION, TALLAHASSEE,

AN EVALUATION OF ADULT EDUCATION RESEARCH ON SPECIFIC FUNCTIONS CONDUCTED AT CERTAIN INSTITUTIONS WAS REPORTED. IDENTIFICATION AND ANALYSIS WERE CONDUCTED FOR OCCUPATIONAL, LIBERAL, RELATIONAL, AND LITERACY EDUCATION FUNCTIONS. RESEARCH PROCEDURES WERE (1) TO IDENTIFY, SELECT, AND OBTAIN RESEARCH STUDIES, (2) TO MAKE CRITICAL ANALYSES AND EVALUATIONS OF ACCEPTED RESEARCH, AND (3) TO SUMMARIZE AND REPORT FINDINGS. ANALYSES AND EVALUATIONS WERE COMPLETED ON 40 RESEARCH REPORTS BY MEANS OF (1) DESCRIPTIVE STUDIES OF SINGLE PROGRAMS, (2) COMPARATIVE STUDIES OF TWO OR MORE PROGRAMS, AND (3) COMPARATIVE STUDIES OF THE OUTCOMES OF THE SAME PROGRAM APPLIED TO TWO OR MORE POPULATIONS. A TEAM APPROACH USING SCHOLARS FROM VARIOUS DISCIPLINES WAS SUGGESTED. (RS)

ED 003 521 08

A PILOT STUDY OF PERSONALITY FACTORS RELATED TO OCCUPATIONAL ASPIRATIONS OF NEGRO COLLEGE STUDENTS.
BY- LITTIG, LAWRENCE W.
HOWARD UNIV., WASH., D.C.
REPORT NUMBER BR-5-1021 PUB DATE 66
CONTRACT OEC-6-85-003
EDRS PRICE MF-$0.09 HC-$1.88 47P.

DESCRIPTORS- *ASPIRATION, *COLLEGE STUDENTS, *NEGRO ATTITUDES, *OCCUPATIONAL CHOICE, *PERSONALITY STUDIES, DISTRICT OF COLUMBIA, NEGRO ACHIEVEMENT, QUESTIONNAIRES, TEST ANXIETY QUESTIONNAIRE, TEST OF INSIGHT,

AN EXPLORATORY STUDY WAS MADE ON OCCUPATION-RELATED BEHAVIOR TRAITS OF NEGRO COLLEGE STUDENTS. CERTAIN PERSONALITY CORRELATES OF THE OCCUPATIONAL ASPIRATIONS AND SUCCESS EXPECTANCIES WERE EXAMINED. SUBJECTS WERE 70 MALE AND 30 FEMALE STUDENTS AT HOWARD UNIVERSITY. THE PERSONALITY VARIABLES WERE MEASURED BY THE TEST OF INSIGHT, TEST ANXIETY QUESTIONNAIRE, AND A SELF-RATING QUESTIONNAIRE. OCCUPATION-RELATED DATA WERE OBTAINED BY QUESTIONNAIRES. THE

RESULTS INDICATED THAT (1) MOTIVATIONS FOR SUCCESS AND FOR AVOIDING FAILURE WERE NOT RELATED TO REALISTIC OR UNREALISTIC ASPIRATIONS, (2) MIDDLE-CLASS MALES AND FEMALES, AND WORKING-CLASS FEMALES ASPIRED TOWARD OCCUPATIONS WHICH HAVE BEEN TRADITIONALLY OPEN TO NEGROES, (3) WORKING-CLASS MALES ASPIRED TOWARD TRADITIONALLY CLOSED OCCUPATIONS, AND (4) MALE SUBJECTS, OTHER THAN MIDDLE CLASS MALES, HAD LOW EXPECTANCY OF OCCUPATIONAL SUCCESS. (RS)

ED 003 522 08

A VOCATIONAL-TECHNICAL TEACHER TECHNOLOGY CENTER--THE DEVELOPMENT OF A MODEL, FINAL REPORT.
BY- LARSON, MILTON E. O'NEILL, JOHN J.
RUTGERS, THE STATE UNIV., NEW BRUNSWICK, N.J.
REPORT NUMBER ERD-111 PUB DATE 31 DEC 65
REPORT NUMBER BR-5-0018
CONTRACT OEC-5-85-043
EDRS PRICE MF-$0.18 HC-$2.72 68P.

DESCRIPTORS- *CURRICULUM DEVELOPMENT, *EDUCATIONAL FACILITIES, *RESOURCE CENTERS, *TEACHER EDUCATION, *VOCATIONAL EDUCATION, BUILDING DESIGN, INSERVICE TEACHER EDUCATION, INSTRUCTIONAL INNOVATION, NEW BRUNSWICK, NEW JERSEY,

A STATEMENT OF THE EDUCATIONAL PURPOSES AND SERVICES TO BE PROVIDED IN A "MODEL" TECHNOLOGY RESOURCE CENTER WAS FORMULATED AND AN ARCHITECTURAL DESIGN WAS DEVELOPED. THE CENTER WOULD SUPPLEMENT EXISTING INSTITUTIONS AND PROVIDE FACILITIES FOR VOCATIONAL-TECHNICAL EDUCATORS TO BE UPDATED IN THEIR FIELD OF TECHNOLOGY AND KEPT ABREAST OF NEW PEDAGOGICAL DEVELOPMENTS. PROJECT OBJECTIVES WERE--(1) TO DEVELOP EDUCATIONAL SPECIFICATIONS FOR A MODEL CENTER, (2) TO FORMULATE ARCHITECTURAL GRAPHICS AND DESIGN CRITERIA, AND (3) TO DISSEMINATE RESEARCH FINDINGS TO POTENTIALLY INTERESTED INDIVIDUALS, INSTITUTIONS, AND ORGANIZATIONS. A PANEL OF 12 CONSULTANTS INTERACTED BY INDIVIDUAL AND CONFERENCE TELEPHONE CALLS, DOCUMENTS, AND TWO MEETINGS TO DEVELOP AND REFINE EDUCATIONAL SPECIFICATIONS. THE PROPOSED CENTER CONSISTED OF TWO MAIN DIVISIONS--(1) A TECHNOLOGY COMPLEX DEVOTED TO THE UPDATING AND THE ENRICHMENT OF THE VOCATIONAL-TECHNICAL INSTRUCTIONAL PROGRAM AND (2) A RESOURCES COMPLEX DESIGNED TO PROVIDE ADDITIONAL EDUCATIONAL SERVICES TO VOCATIONAL-TECHNICAL EDUCATION SUCH AS CURRICULUM DEVELOPMENT (RESEARCH, EVALUATION, AND DISSEMINATION), MODEL DEVELOPMENT, AND THE IMPROVEMENT OF TEACHING-LEARNING TECHNIQUES, METHODS, AND MATERIALS. A CONFERENCE WAS HELD TO DISSEMINATE RESEARCH FINDINGS. (JM)

ED 003 523 56

THE USE OF CLOSED CIRCUIT TELEVISION TO IMPROVE TEACHER EFFECTIVENESS.
BY- FOLLIS, LEE KING, ARTHUR R.
FONTANA UNIFIED SCHOOL DISTRICT, CALIF.
REPORT NUMBER NDEA-VIIA-269 PUB DATE 61
GRANT OEG-704062-00
EDRS PRICE MF-$0.18 HC-$3.24 81P.

DESCRIPTORS- *CLASSROOM ENVIRONMENT, *CLASSROOM RESEARCH, *CLOSED CIRCUIT TELEVISION, *ELEMENTARY EDUCATION, *INSERVICE PROGRAMS, CALIFORNIA, EXPERIMENTAL PROGRAMS, FONTANA, INSERVICE TEACHER EDUCATION, OBSERVATION, PROGRAM EVALUATION, TEACHER EDUCATION, TELEVISION,

AN INSERVICE TEACHER EDUCATION PROJECT UTILIZED CLOSED CIRCUIT TELEVISION AS A MEDIUM OF CLASSROOM OBSERVATION. IT WAS HYPOTHESIZED THAT CLOSED CIRCUIT TELEVISION COULD MAKE STAFF INTERVISITATION MORE EFFECTIVE. CLOSED CIRCUIT TELEVISION WAS USED IN 46 INSERVICE EDUCATION SESSIONS AND 51 SESSIONS WITH OTHER RELATED SCHOOL PURPOSES DURING THE EXPERIMENTAL PERIOD. THE RESEARCH DESIGN WAS ESTABLISHED TO GATHER JUDGMENTS FROM OBSERVERS, TEACHERS, AND TELEVISION PROJECT STAFF. DATA WERE GATHERED BY MEANS OF (1) WRITTEN DESCRIPTIONS AND APPRAISALS BY OBSERVERS AT VIEWING SESSIONS, USING AN OBSERVATION AND EVALUATION SCHEDULE, (2) INTERVIEWS CONDUCTED THROUGHOUT THE DISTRICT WITH PARTICIPATING TEACHERS, USING THE SCHEDULED INTERVIEW PROCEDURE, AND (3) FORMAL EVALUATION DISCUSSIONS WITH THE SUPERVISORY STAFF. THE RESEARCH REPORTED 16 CONCLUSIONS WHICH RANGED FROM EQUIPMENT CONSIDERATIONS TO CRITERIA FOR INSERVICE EDUCATION SESSIONS. (HB)

ED 003 524 56

A COMPARATIVE STUDY OF THE EFFECTIVENESS OF THREE TECHNIQUES OF FILM UTILIZATION IN TEACHING A SELECTED GROUP OF EDUCABLE MENTALLY RETARDED CHILDREN ENROLLED IN PUBLIC SCHOOLS IN LOUISIANA.
BY- CARTER, LAMORE J. AND OTHERS
GRAMBLING COLL., LA.
REPORT NUMBER NDEA-VIIA-272 PUB DATE 60
EDRS PRICE MF-$0.18 HC-$3.24 81P.

DESCRIPTORS- *AUDIOVISUAL INSTRUCTION, *COMPARATIVE ANALYSIS, *EDUCABLE MENTALLY HANDICAPPED, *FILMS, *TEACHING TECHNIQUES, GRAMBLING, LOUISIANA, PROGRAM EVALUATION, PUBLIC SCHOOLS, SPECIAL CLASSES,

THE RELATIVE EFFECTIVENESS OF THREE AUDIOVISUAL TECHNIQUES WAS STUDIED WITH MENTALLY RETARDED PUBLIC SCHOOL STUDENTS. THE TECHNIQUES ESPECIALLY DESIGNED TO OVERCOME THE TRAITS OF MENTAL RETARDATES, CONSISTED OF (1) CONVENTIONAL FILM NARRATED BY A TEACHER, (2) UNNARRATED FILM WITH RESPONSES FROM CHILDREN ON THE SOUND TRACK, AND (3) SILENT FILM DURING WHICH STUDENTS PROVIDED THEIR OWN UNRESTRAINED COMMENTS. SPECIAL CLASSES OF EDUCABLE MENTALLY RETARDED CHILDREN PROVIDED 104 SUBJECTS. FOUR MATCHED GROUPS WERE ESTABLISHED TO PROVIDE AN EXPERIMENTAL GROUP FOR EACH OF THE FILM TECHNIQUES AND A CONTROL GROUP. DATA WERE GATHERED FROM PRE- AND POST-TESTS AND RECOGNITION TEST SCORES. FINDINGS INDICATED THAT USE OF ANY OF THE EXPERIMENTAL FILM TECHNIQUES WAS NO MORE EFFECTIVE FOR TEACHING EDUCABLE MENTALLY RETARDED CHILDREN THAN TEACHING THE SAME UNIT WITHOUT FILMS. (AL)

ED 003 525 56

OFF CAMERA--A PICTORIAL GLIMPSE OF AV-TV--THE WISCONSIN AUDIOVISUAL TELEVISION PROJECT.
BY- WITTICH, WALTER A.
WISCONSIN UNIV., MADISON, SCH. OF EDUC.
REPORT NUMBER NDEA-VIIA-015 PUB DATE JUN 61
GRANT OEG-747017
EDRS PRICE MF-$0.18 HC-$2.64 66P.

DESCRIPTORS- *AUDIOVISUAL INSTRUCTION, *INSERVICE COURSES, *TEACHERS, *TEACHING METHODS, *TELEVISION, ELEMENTARY SCHOOL

TEACHERS, EVALUATION, INSERVICE PROGRAMS, INSERVICE TEACHER EDUCATION, MADISON, PROGRAM EVALUATION, TELEVISED INSTRUCTION, TRAINING, WISCONSIN,

AN INSERVICE TRAINING COURSE IN AUDIOVISUAL METHODS ATTEMPTED TO (1) MEET THE NEEDS OF ELEMENTARY SCHOOL TEACHERS OF GRADES 2 THROUGH 8, (2) IMPROVE BOTH TEACHER ATTITUDES TOWARD AUDIOVISUAL TECHNIQUES AND TEACHER USE OF AUDIOVISUAL MATERIALS, AND (3) USE THE LATEST AND MOST EFFICIENT TEACHING PRACTICES IN PRESENTATIONS TO TEACHERS. TELEVISION WAS USED TO PRESENT THE LESSONS AND UTILIZE THE SKILLS OF THE TEACHING TEAM. WRITTEN LABORATORY ASSIGNMENTS WERE PREPARED BY PARTICIPATING STUDENTS TO REPORT THE USE MADE OF IDEAS LEARNED IN THE COURSE AND CHANGES WHICH OCCURRED IN THEIR CLASSROOMS IN PUPIL LEARNING OUTCOMES. THE ASSIGNMENTS PROVIDED FEEDBACK AND ESTABLISHED A CLOSE TUTORIAL RELATIONSHIP BETWEEN COURSE EVALUATORS AND THE ENROLLED TEACHERS. EVALUATION SCALES WERE USED. CONCLUSIONS INDICATED THAT THE AUDIOVISUAL TELEVISION COURSE REACHED MANY TEACHERS OF LONG TEACHING EXPERIENCE. MANY OF THESE LONG-SERVICE TEACHERS WERE UNABLE TO TAKE ACADEMIC WORK EXCEPT THROUGH THE TELEVISION MEDIUM. FINALLY, IT WAS DEMONSTRATED THAT NOT ONLY DID THE AUDIOVISUAL TELEVISION COURSE REACH THE AUDIENCE FOR WHICH IT WAS DESIGNED, BUT THAT A DEFINITE NEED FOR SUCH A COURSE WAS PRESENT. (HB)

ED 003 526 56

AN EXPERIMENTAL EVALUATION OF AUDIO-VISUAL METHODS--CHANGING ATTITUDES TOWARD EDUCATION.
BY- LOWELL, EDGAR L. AND OTHERS
JOHN TRACY CLINIC, LOS ANGELES, CALIF.
REPORT NUMBER NDEA-VIIA-023 PUB DATE 63
GRANT OEG-704002
EDRS PRICE MF-$0.18 HC-$3.28 82P.

DESCRIPTORS- *AUDIOVISUAL PROGRAMS, *AURALLY HANDICAPPED, *DEAF CHILDREN, *DISCUSSION GROUPS, *PARENT EDUCATION, ACHIEVEMENT GAINS, AUDIOVISUAL AIDS, CALIFORNIA, CHANGING ATTITUDES, EDUCATIONAL ATTITUDES, EXPERIMENTAL PROGRAMS, LOS ANGELES, PARENT ATTITUDES, PARENT CHILD RELATIONSHIP, PHONOGRAPH RECORDS, SOUND FILMS,

AUDIOVISUAL PROGRAMS FOR PARENTS OF DEAF CHILDREN WERE DEVELOPED AND EVALUATED. EIGHTEEN SOUND FILMS AND ACCOMPANYING RECORDS PRESENTED INFORMATION ON HEARING, LIPREADING AND SPEECH, AND ATTEMPTED TO CHANGE PARENTAL ATTITUDES TOWARD CHILDREN AND SPOUSES. TWO VERSIONS OF THE FILMS AND RECORDS WERE NARRATED BY (1) "STARS" WHO WERE WELL-KNOWN MOVIE AND TELEVISION PERSONALITIES, OR (2) "EXPERTS" WHO WERE PRESENTED AS PROFESSIONALS. MATERIALS WERE DISTRIBUTED TO 47 SELF-DIRECTED GROUPS OF PARENTS ACROSS THE COUNTRY. GROUPS MET ONCE A WEEK FOR 10 WEEKS TO VIEW THE FILMS, HEAR THE RECORDS, AND DISCUSS THE CONTENTS OF EACH. ANALYSIS OF QUESTIONNAIRES FILLED OUT BY THE SUBJECTS REVEALED THAT (1) INFORMATION LEVELS INCREASED, (2) ATTITUDES CHANGED POSITIVELY TO SOME EXTENT, (3) REALISTIC ATTITUDES TOWARD DEAFNESS AND FEELINGS OF CONFIDENCE CHANGED, AND (4) VARIATIONS IN NARRATOR AND THE PRESENTATION ORDER OF "INFORMATION" AND "ATTITUDE" SERIES HAD ALMOST NO STATISTICALLY SIGNIFICANT EFFECT. (JH)

ED 003 527 56

ANALYSIS OF METHODS IN WHICH APPLICATION OF NEW COMMUNICATIONS MEDIA MAY IMPROVE TEACHER PREPARATION IN LANGUAGE, SCIENCE AND MATHEMATICS.
BY- TINTERA, JAMES B.
MICHIGAN ST. UNIV., EAST LANSING
REPORT NUMBER NDEA-VIIA-008E PUB DATE 60
GRANT OEG-7-32-0410-037
EDRS PRICE MF-$0.18 HC-$4.52 113P.

DESCRIPTORS- *INSERVICE TEACHER EDUCATION, *KINESCOPE RECORDINGS, *MEDIA RESEARCH, *STUDENT TEACHING, *TEACHER EVALUATION, EAST LANSING, MICHIGAN, TAPE RECORDINGS, TEACHER EDUCATION, TEACHER IMPROVEMENT,

THREE METHODS OF EMPLOYING COMMUNICATIONS MEDIA FOR TEACHER TRAINING WERE USED TO TEST THREE HYPOTHESES--(1) STUDENT TEACHERS WHO ANALYZE THEIR TEACHING PERFORMANCE WITH THE HELP OF TAPE RECORDINGS WILL RECEIVE HIGHER RATINGS THAN STUDENT TEACHERS GIVEN ONLY CONVENTIONAL CRITIQUES, (2) STUDENT TEACHERS WHO ANALYZE THEIR TEACHING USING KINESCOPE (VIDEO TAPE) RECORDINGS WILL RATE HIGHER THAN STUDENT TEACHERS USING ONLY TAPE RECORDERS OR GIVEN ONLY CONVENTIONAL CRITIQUES, AND (3) AFTER 6 MONTHS, STUDENT TEACHERS USING KINESCOPE RECORDINGS WILL RECEIVE RATINGS HIGHER THAN STUDENTS USING TAPE ONLY, WHO IN TURN WILL RATE HIGHER THAN STUDENTS RECEIVING ONLY CONVENTIONAL CRITIQUES. RESULTS SHOWED THE MEASURING INSTRUMENTS REVEALED NO SIGNIFICANT DIFFERENCES IN STUDENT TEACHER RATINGS TO SUPPORT EITHER HYPOTHESIS ONE OR TWO. AFTER SIX MONTHS STUDENT TEACHERS TRAINED WITH THE AID OF KINESCOPE RECORDINGS RECEIVED RATINGS THAT WERE NOT SIGNIFICANTLY DIFFERENT FROM TEACHERS USING TAPES, BUT BOTH GROUPS RATED SIGNIFICANTLY HIGHER THAN STUDENTS RECEIVING ONLY CONVENTIONAL CRITIQUES. ALTHOUGH THE TEST INSTRUMENTS FAILED TO SHOW SIGNIFICANT DIFFERENCES IN RESULTS OF SOME PHASES OF THE TESTING, THE STUDENTS WHO PARTICIPATED IN THE SELF-OBSERVATION (LISTENING) SITUATION SHOWED THE EXPERIENCE HELPED BY GAINING (1) HIGHER AVERAGE SALARIES, (2) IMPROVED DRESS AND BEHAVIOR, AND (3) POSITIVE REACTIONS OF FELLOW STUDENTS AND PERSONNEL OFFICERS. (AL)

ED 003 528 56

A STUDY OF PRESERVICE TEACHER EDUCATION IN THE USE OF MEDIA OF MASS COMMUNICATION FOR CLASSROOM INSTRUCTION.
BY- OLIVER, G.E. AND OTHERS
GEORGIA UNIV., ATHENS, COLL. OF EDUCATION
REPORT NUMBER NDEA-VIIA-130 PUB DATE 62
GRANT OEG-709006
EDRS PRICE MF-$0.18 HC-$4.52 113P.

DESCRIPTORS- *INSTRUCTION, *INSTRUCTIONAL AIDS, *INSTRUCTIONAL TECHNOLOGY, *MEDIA RESEARCH, *TEACHER EDUCATION, ATHENS, GEORGIA,

A STUDY WAS CONDUCTED (1) TO ASCERTAIN WHAT EMPHASIS COULD BE PLACED ON THE EFFECTIVENESS OF VARIOUS TYPES OF INSTRUCTIONAL MEDIA FOR PRESERVICE TEACHER EDUCATION PROGRAMS, AND (2) TO ESTABLISH EFFECTIVE PROCEDURES FOR THE SELECTION AND UTILIZATION OF THESE MEDIA FOR TEACHING. THE PROCEDURES INVOLVED (1) CONDUCTING A LITERATURE SEARCH, (2) PREPARING A LIST OF INFORMATION, SKILLS, ATTITUDES, COMPETENCIES, AND EXPERIENCES, (3) USING A QUESTIONNAIRE AND

INTERVIEWS TO GATHER OPINIONS OF SUPERVISING TEACHERS, (4) USING THE PREVIOUS INFORMATION FOR SELECTING EXPERIENCES TO BE USED IN THE INSTRUCTIONAL PHASES OF THE PROJECT, (5) PLANNING AND CONDUCTING 20 HOURS OF CLASS INSTRUCTION, (6) COORDINATING THIS INSTRUCTION WITH 3 MONTHS OF LABORATORY WORK IN INSTRUCTIONAL MEDIA FOLLOWED BY 3 MONTHS OF STUDENT-TEACHER FIELD EXPERIENCE, (7) CONDUCTING AN ORGANIZED FOLLOWUP, AND (8) ANALYZING ALL COLLECTED DATA ON A COMPARATIVE BASIS. CONCLUSIONS INDICATED--(1) IF SPECIFIC EMPHASIS IS PLACED ON THE CLASSROOM USE OF INSTRUCTIONAL MEDIA DURING PRESERVICE TEACHER EDUCATION, THAT THE RESULTS OF THAT EMPHASIS WILL BE REFLECTED IN THE EFFECTIVENESS OF THE CLASSROOM USE OF SUCH MEDIA BY BEGINNING TEACHERS, (2) INSTRUCTIONAL USE OF MEDIA SHOULD BE EMPHASIZED DURING STUDENT-TEACHING, (3) PRESERVICE EMPHASIS ON INSTRUCTIONAL MEDIA SHOULD RECOGNIZE CONDITIONS IN THE SCHOOLS EMPLOYING TEACHER-EDUCATION GRADUATES, (4) THE INSTRUCTIONAL MEDIA PROGRAM FOR PRESERVICE EDUCATION SHOULD BE HIGHLY FLEXIBLE TO ALLOW FOR ADAPTATION OF CONTENT TO THE CHANGING STATUS OF TECHNOLOGICAL DEVELOPMENTS IN TEACHING MEDIA. (HB)

ED 003 529 56

NEW INSTRUCTION MEDIA, SELF INSTRUCTION - GUIDED INSTRUCTION AND THE ROLE OF THE TEACHER.
BY- SMITH, N. DANIEL
EARLHAM COLL., RICHMOND, IND.
REPORT NUMBER NDEA-VIIA-143 PUB DATE 62
GRANT OEG-7-24-0090-026-3
EDRS PRICE MF$0.18 HC-$3.00 75P.

DESCRIPTORS- *AUTOINSTRUCTIONAL AIDS, *COLLEGES, *CURRICULUM DEVELOPMENT, *PROGRAMED INSTRUCTION, *PROGRAMING, AUDIOLINGUAL METHODS, INDIANA, MEDIA RESEARCH, PROGRAM EVALUATION, RICHMOND, SCIENCE COURSES, TELEVISED INSTRUCTION,

A 3-YEAR PROJECT DEVELOPED PROGRAMED MATERIALS AND DEVICES FOR THEIR PRESENTATION, AND OBSERVED THEIR EFFECTS UPON THE CURRICULUM. SPECIFIC COURSES WERE PROGRAMED AND TESTED AT THE COLLEGE LEVEL. THEY WERE (1) MATHEMATICS, (2) RUSSIAN, (3) MUSIC, (4) CHEMISTRY, (5) BIOLOGY, (6) RELIGION, (7) GEOLOGY, (8) SPANISH, AND (9) PHYSICS. REPORTS OF SUBPROJECTS ON PROCEDURES AND CONCLUSIONS FOR EACH SUBJECT WERE INCLUDED IN THE REPORT. SEVERAL RECOMMENDATIONS FOR FUTURE PROJECTS WERE INDICATED UNDER (1) GENERAL PROCEDURES, (2) TESTING OF EXISTING PROGRAMS, AND (3) PROGRAM DATA. DESCRIPTIONS OF CONTINUING FUNCTIONS FOR THE FUTURE TO BE CONDUCTED AT THE COLLEGE LEVEL WERE INCLUDED. (HB)

ED 003 530 56

THE ELEMENTARY SCHOOL TRAINING PROGRAM IN SCIENTIFIC INQUIRY.
BY- SUCHMAN, J. RICHARD
ILLINOIS UNIV., URBANA
REPORT NUMBER NDEA-VIIA-216 PUB DATE JUN 62
GRANT OEG-7-11-033
EDRS PRICE MF-$0.36 HC-$8.36 209P.

DESCRIPTORS- *CONCEPT FORMATION, *ELEMENTARY SCHOOL STUDENTS, *LEARNING MOTIVATION, *LEARNING THEORIES, *METHODS RESEARCH, *SCIENTIFIC METHODOLOGY, GRADE 5, GRADE 6, ILLINOIS, LEARNING EXPERIENCES, LEARNING PROCESSES, PHYSICS INSTRUCTION, PROBLEM SOLVING, SCIENTIFIC CONCEPTS, TRAINING, URBANA,

THE PURPOSE OF THIS STUDY WAS TO INVESTIGATE SPECIFIC METHODS OF DEVELOPING THE INQUIRY SKILLS OF ELEMENTARY SCHOOL CHILDREN. ACTIVITIES INVOLVED SELECTING SPECIFIC METHODS, GATHERING MATERIALS, AND TRAINING QUALIFIED TEACHERS. A 24-WEEK, INQUIRY TRAINING PROGRAM WAS GIVEN TO FIFTH- AND SIXTH-GRADE CHILDREN WHICH INCORPORATED--(1) ANALYSIS, (2) COMPARISON, (3) ISOLATION, AND (4) REPETITION AS APPLIED TO PROBLEM EPISODES IN PHYSICS. NEW FIRM CONCLUSIONS COULD BE DRAWN FOR A DEFINITE LEARNING THEORY OR FOR THE PRACTICAL EFFECTS OF ANY SUCH THEORY OVER A LONG-RANGE PERIOD OF TIME. THERE WERE, HOWEVER, MARKED EFFECTS ON THE MOTIVATION, AUTONOMY, AND QUESTIONING FLUENCY OF THE EXPERIMENTAL GROUP OF CHILDREN. THE SUGGESTIONS FOR FUTURE RESEARCH IN THIS AREA PROPOSED THE INCORPORATION OF--(1) CONCRETE PROBLEMS THAT ARE IMMEDIATELY INTELLIGIBLE TO THE LEARNER, (2) FREEDOM FOR THE STUDENT TO PERFORM DATA-GATHERING OPERATIONS, (3) ACCESSIBILITY TO ALL DATA, AND (4) A SHIFT OF MOTIVATION FROM "DESIRE TO BE RIGHT" TO THE DESIRE TO "FIND OUT WHY.' (PM)

ED 003 531 56

THE MEASUREMENT OF THE EFFECTIVENESS OF THE DOCUMENTARY SOUND-FILM AS A SUPPLEMENT IN THE TEACHING OF METHODS TO COLLEGE STUDENTS BEING PREPARED TO TEACH IN THE SECONDARY SCHOOLS.
BY- PATRICK, ROBERT B.
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
REPORT NUMBER NDEA-VIIA-217 PUB DATE 62
GRANT OEG-736054
EDRS PRICE MF-$0.18 HC-$4.88 122P.

DESCRIPTORS- *FILM PRODUCTION, *INSTRUCTIONAL FILMS, *PRESERVICE EDUCATION, *SECONDARY EDUCATION, *SOUND FILMS, COMPARATIVE ANALYSIS, EDUCATIONAL METHODS, MEASUREMENT TECHNIQUES, PENNSYLVANIA, TEACHING TECHNIQUES, UNIVERSITY PARK,

THE PREPARATION AND ASSESSMENT OF DOCUMENTARY FILMS FOR USE IN METHODS INSTRUCTION OF COLLEGE STUDENTS WAS REPORTED. FOUR GENERAL SOURCES WERE USED FOR GUIDANCE IN THE SELECTION OF TOPICS FOR THE DOCUMENTARIES. THESE SOURCES INCLUDED COLLEGE TEXTBOOKS, COLLEGE CATALOGS, INTERVIEWS WITH SPECIALISTS, AND STUDENT INTERVIEWS. POSSIBLE TITLES, FILMS, SUBJECT CONTENT, AND GUIDELINES WERE OBTAINED FROM THESE SOURCES. INSTRUCTIONAL FILMS WERE THEN PREPARED AND USED IN METHODS CLASSES. STUDENTS ENROLLED IN THE CLASSES WERE ASSIGNED TO TWO CONTROL GROUPS AND ONE EXPERIMENTAL GROUP. EACH GROUP CONSISTED OF 40 STUDENTS. THE EXPERIMENT WAS CONTINUED DURING TWO FOLLOWING SCHOOL TERMS IN FOUR SUBJECT AREAS--SOCIAL STUDIES, MATHEMATICS, SCIENCE, AND ENGLISH. EVALUATIVE MEASURES WERE DEVELOPED AND ADMINISTERED BEFORE THE USE OF THE FILMS. THESE MEASURES IMPOSED PRE- AND POST-TEST DESIGN. THE AUTHOR CONCLUDED THAT EXPERIMENTAL GROUPS WERE AIDED BY THE FILMS IN AN UNDERSTANDING OF THE TEACHING PROCESSES, ALTHOUGH THE RESULTS WERE NOT STATISTICALLY SIGNIFICANT. FURTHER STUDY WAS SUGGESTED TO DETERMINE THE USEFULNESS OF THESE FILMS FOR A PROGRAM OF INSERVICE REEDUCATION OF TEACHERS IN BASIC TECHNIQUES OF TEACHING. (RS)

ED 003 532 56

A STUDY OF THE EFFECTIVENESS OF AUDIOVISUAL TEACHING MATERIALS WHEN PREPARED ACCORDING TO THE PRINCIPLES OF

MOTIVATIONAL RESEARCH.
BY- EDLING, JACK V.
OREGON STATE SYSTEM OF HIGHER EDUCATION, MONMOUTH
REPORT NUMBER NDEA-VIIA-221 PUB DATE 30 JUN 63
GRANT OEG-735055-00-11
EDRS PRICE MF-$0.36 HC-$8.92 223P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *CHANGING ATTITUDES, *FILMS, *INSTRUCTIONAL MATERIALS, *STUDENT MOTIVATION, HIGH SCHOOL STUDENTS, LIKERT TYPE ATTITUDE INVENTORY, MONMOUTH, MOTIVATION, OREGON, RESEARCH, STUDENT ATTITUDES,

THE OBJECTIVE WAS TO DETERMINE IF AUDIOVISUAL MATERIALS PRODUCED WITH A KNOWLEDGE OF LEARNER'S MOTIVES (MOTIVATION RESEARCH) WERE MORE EFFECTIVE IN CHANGING ATTITUDES AMONG THOSE FOR WHOM THE MATERIALS ARE INTENDED THAN AMONG INDIVIDUALS IN GENERAL. RESPONSES OF 1,052 HIGH SCHOOL STUDENTS WERE ANALYZED (ANALYSIS OF VARIANCE MULTIPLE CLASSIFICATION) AND GROUPED (Q TECHNIQUE) WITH ACADEMIC ABILITY AND PLANS FOR POST-HIGH SCHOOL EDUCATION SERVING AS CRITERIA FOR CLASSIFICATION. TWO EXPERIMENTAL MOTION PICTURES WERE PRODUCED. TWO EQUIVALENT FORMS OF LIKERT-TYPE ATTITUDE INVENTORY WERE DEVELOPED AND VALIDATED. AN EIGHT-GROUP EXPERIMENTAL DESIGN WAS EMPLOYED IN ASSESSING THE FILMS. INDIVIDUALS (3,431) WERE TESTED FOR CONGRUENT AND INCONGRUENT MOTIVATIONAL PATTERNS WITH THE FILMS RANDOMLY ASSIGNED TO "BEFORE-AFTER" AND "AFTER" ONLY EXPERIMENTAL AND CONTROL GROUPS. SCORES ON CRITERION INSTRUMENTS WERE CLASSIFIED BY MOTIVATIONAL PATTERN, SEX, AND TEST FORM. DATA WERE TREATED BY ANALYSIS OF VARIANCE MULTIPLE CLASSIFICATION TECHNIQUES. IT WAS CONCLUDED THAT TECHNIQUES EMPLOYED BY BEHAVIORAL SCIENTISTS CAN MAKE SIGNIFICANT CONTRIBUTION TO THE DEVELOPMENT OF MORE EFFECTIVE INSTRUCTIONAL MATERIALS AT TWO POINTS - FIRST, IN THE ANALYSIS OF CHARACTERISTICS OF LEARNER TO ASSIST IN STRUCTURING THE CONTENT OF MATERIALS, AND SECOND, IN EMPIRICALLY TESTING MATERIALS TO DETERMINE THEIR PSYCHOLOGICAL VALIDITY. (HB)

ED 003 533 56

AN INVESTIGATION OF THE IMPROVEMENT OF EDUCATIONAL FILMSTRIPS AND A DERIVATION OF PRINCIPLES RELATING TO THE EFFECTIVENESS OF THESE MEDIA--STUDY I.
BY- VANDERMEER, A.W. THORNE, HOWARD E.
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
REPORT NUMBER NDEA-VIIA-224-I PUB DATE 64
GRANT OEG-736049
EDRS PRICE MF-$0.18 HC-$3.80 95P.

DESCRIPTORS- *FILM PRODUCTION, *FILMSTRIPS, *INSTRUCTIONAL FILMS, *INSTRUCTIONAL IMPROVEMENT, *SCIENCE INSTRUCTION, *SEQUENTIAL LEARNING, COMPARATIVE ANALYSIS, ELEMENTARY EDUCATION, MATERIAL DEVELOPMENT, PENNSYLVANIA, SCIENCE COURSES, SECONDARY EDUCATION, SUN AND ITS PLANETS, TEACHING TECHNIQUES, TEST CONSTRUCTION, TEST VALIDITY, UNIVERSITY PARK,

PHASE ONE OF A STUDY TO DETERMINE THE EFFECT OF REVISED FILMS ON THE PRODUCTION OF SIGNIFICANT LEARNING BEHAVIOR WAS REPORTED. THE FILMSTRIP, "THE SUN AND ITS PLANETS," WAS SELECTED AND SHOWN TO GROUPS OF FIFTH-, EIGHTH-, AND TENTH-GRADERS. A TEST COVERING THE CONTENT OF THE FILMSTRIP WAS PRODUCED AND VALIDATED. THREE PHASES WERE IMPOSED IN THE RESEARCH DESIGN. THE FIRST VERSION OF THE TEST OF LEARNING FROM THE ORIGINAL FILMSTRIP WAS ADMINISTERED TO 276 SUBJECTS AND VALIDATED. PHASE TWO INCLUDED THE COLLECTION OF DATA FOR THE FIRST REVISION. THE ORIGINAL FILMSTRIP WAS SHOWN TO ANOTHER POPULATION OF 253 PUPILS. PHASE THREE INCLUDED THE COLLECTION OF COMPARISON DATA OF THE REVISED AND ORIGINAL FILMSTRIP. STATISTICAL ANALYSES WERE EMPLOYED ON THE RESPONSES FROM THE ACHIEVEMENT TESTS. THE RESULTS INDICATED THAT CERTAIN REVISIONS WERE SUCCESSFUL, BOTH IN PICTORIAL AND CAPTION PORTIONS OF THE FILMSTRIP. PHASE TWO AND THREE OF THIS PROJECT REPORT WERE ASSIGNED ACCESSION NUMBERS ED 003 534 AND ED 003 535 RESPECTIVELY. (RS)

ED 003 534 56

AN INVESTIGATION OF THE IMPROVEMENT OF EDUCATIONAL FILMSTRIPS AND A DERIVATION OF PRINCIPLES RELATING TO THE EFFECTIVENESS OF THESE MEDIA--STUDY II.
BY- VANDERMEER, A.W.
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
REPORT NUMBER NDEA-VIIA-224-II PUB DATE 64
GRANT OEG-736049
EDRS PRICE MF-$0.27 HC-$6.16 154P.

DESCRIPTORS- *FILM PRODUCTION, *INSTRUCTIONAL FILMS, *INSTRUCTIONAL IMPROVEMENT, *LEARNING EXPERIENCE, *TEACHING TECHNIQUES, COMPARATIVE ANALYSIS, GEOGRAPHY INSTRUCTION, PENNSYLVANIA, UNIVERSITY PARK,

IN A PREVIOUS STUDY, REPORTED IN ED 003 533, THE FILMSTRIP, "THE SUN AND ITS PLANETS," WAS FIELD TESTED AND REVISED. THIS PROVIDED THE BASIS FOR A SECOND REVISION WHICH WAS COMPARED WITH THE ORIGINAL. THE TWO VERSIONS WERE PRESENTED TO RANDOMLY SELECTED HALVES OF THREE GROUPS OF STUDENTS. THESE STUDENTS WERE SELECTED FROM GRADES 5, 6, 7, AND 10. THE PRESENTATIONS CONSISTED OF PROJECTING THE FILMSTRIP, AND READING THE LABELS AND CAPTIONS ALOUD. A MULTIPLE-CHOICE TEST WAS GIVEN ON THE CONTENT OF THE FILM. THE RESULTS INDICATED THAT ALL THE SUBJECTS EXCEPT THOSE IN THE 10TH GRADE EARNED SIGNIFICANTLY HIGHER SCORES THAN THOSE WHO VIEWED THE ORIGINAL FILMSTRIP. LEARNER RESPONSES INDICATED SIGNIFICANT DIFFERENCES TO TEST ITEMS IN FAVOR OF THE REVISED FILMSTRIP. IT WAS CONCLUDED THAT THE TEACHING POTENTIAL CAN BE INCREASED BY USING FILMSTRIPS. PHASE THREE OF THIS STUDY WAS ASSIGNED ACCESSION NUMBER ED 003 535. (RS)

ED 003 535 56

AN INVESTIGATION OF THE IMPROVEMENT OF EDUCATIONAL FILMSTRIPS AND A DERIVATION OF PRINCIPLES RELATING TO THE EFFECTIVENESS OF THESE MEDIA--STUDY III.
BY- VANDERMEER, A.W. MONTGOMERY, ROBERT
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
REPORT NUMBER NDEA-VIIA-224-3 PUB DATE 64
GRANT OEG-736049
EDRS PRICE MF-$0.27 HC-$5.24 131P.

DESCRIPTORS- *FILM PRODUCTION, *FILMSTRIPS, *INSTRUCTIONAL FILMS, *INSTRUCTIONAL IMPROVEMENT, *SCIENCE INSTRUCTION, *TEACHING TECHNIQUES, COMPARATIVE ANALYSIS, ELEMENTARY EDUCATION, LEARNING EXPERIENCE, PENNSLYVANIA, SCIENCE COURSES, SECONDARY EDUCATION, UNIVERSITY PARK,

PHASE THREE OF A STUDY TO DETERMINE THE EFFECT OF

REVISED FILMSTRIPS ON PRODUCING SIGNIFICANT LEARNING BEHAVIOR WAS REPORTED. THE FILMSTRIP, "THE EARTH'S SATELLITE, THE MOON," WAS SHOWN TO SUBJECTS FROM GRADES 5, 6, 8, 10, 11, AND 12. A MULTIPLE-CHOICE TEST WAS DEVELOPED TO COVER THE PICTORIAL AND VERBAL CONTENT OF THE FILMSTRIP. REVISED AND ORIGINAL SHOWINGS WERE MADE TO THE GROUPS. THE EFFECTIVENESS OF THE REVISION WAS MADE ON THE BASIS OF MEAN TEST SCORES ON CONTENT. THE RESULTS INDICATED THAT HIGHER SCORES WERE OBTAINED FOR THE REVISED VERSION THAN FOR THE ORIGINAL AND THAT THE REVISED VERSION APPEARED TO RESULT IN SIGNIFICANTLY MORE LEARNING AT ONE OR MORE GRADE LEVELS. PHASES ONE AND TWO OF THIS STUDY WERE ASSIGNED ACCESSION NUMBERS ED 003 533 AND ED 003 535 RESPECTIVELY. (RS)

ED 003 536 56

AN INVESTIGATION OF THE IMPROVEMENT OF EDUCATIONAL MOTION PICTURES AND A DERIVATION OF PRINCIPLES RELATING TO THE EFFECTIVENESS OF THESE MEDIA.
BY- VANDERMEER, A. W. AND OTHERS
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
REPORT NUMBER NDEA-VIIA-225 PUB DATE APR 65
GRANT OEG-736040
EDRS PRICE MF-$0.18 HC-$3.80 95P.

DESCRIPTORS- *COMPARATIVE ANALYSIS, *FILM PRODUCTION, *INSTRUCTIONAL FILMS, *MEDIA RESEARCH, *SCIENCE INSTRUCTION, ATOMS AND MOLECULES, PENNSYLVANIA, TEACHING TECHNIQUES, TEST CONSTRUCTION, UNIVERSITY PARK, WHY FOODS SPOIL,

THIS RESEARCH INVOLVED THE SELECTION OF TWO EXTANT TEACHING FILMS, DEVELOPMENT OF TESTS ON THEIR CONTENT, REVISION OF THE FILMS, AND A COMPARISON OF THE TWO VERSIONS. THE FILMS SELECTED WERE "WHY FOODS SPOIL" AND "ATOMS AND MOLECULES." THE SUBJECTS CONSISTED OF STUDENTS IN SMALL TOWN SCHOOLS FROM 5TH TO 12TH GRADES. MULTIPLE-CHOICE TEST ITEMS WERE CONSTRUCTED AND ADMINISTERED TO REPRESENTATIVE GROUPS OF STUDENTS WHO HAD SEEN THE APPROPRIATE FILMS. DATA WERE USED TO IMPROVE THE ORIGINAL FILMS. THE REVISED VERSIONS WERE PRESENTED TO ONE-HALF OF EACH GROUP. TESTING SESSIONS WERE HELD TO COMPARE THE ORIGINAL AND REVISED VERSIONS. THE DATA WERE ANALYZED TO COMPARE MEAN SCORES BETWEEN VERSIONS AND TO COMPARE PROPORTIONS SELECTING VARIOUS ALTERNATIVES IN EACH MULTIPLE-CHOICE ITEM. THE MEAN SCORES INDICATED THAT THE REVISIONS IMPROVED THE EFFECTIVENSS OF THE FILM, BUT SOME OF THE TEST ITEMS WERE FOUND TO HAVE NO RELEVANCE TO THE REVISIONS. (RS)

ED 003 537 56

MAGNETIC RECORDINGS AND VISUAL DISPLAYS AS AIDS IN TEACHING INTRODUCTORY PSYCHOLOGY TO COLLEGE STUDENTS.
BY- JOHNSTON, ROLAND E., JR.
DREXEL INST. OF TECHNOLOGY, PHILADELPHIA, PA.
REPORT NUMBER NDEA-VIIA-240 PUB DATE MAY 61
GRANT OEG-736056-00
EDRS PRICE MF-$0.18 HC-$2.72 68P.

DESCRIPTORS- *AUDIOVISUAL INSTRUCTION, *COLLEGE STUDENTS, *CONVENTIONAL INSTRUCTION, *PSYCHOLOGY, *TAPE RECORDINGS, ACHIEVEMENT, AUDIOVISUAL AIDS, COMPARATIVE ANALYSIS, PENNSYLVANIA, PHILADELPHIA, STUDENT TEACHER RELATIONSHIP, TEACHER SHORTAGE,

THIS PROJECT WAS AN EXPERIMENT TO COMPARE ACHIEVEMENT IN CLASSES TAUGHT WITH AUDIOVISUAL PRESENTATIONS AND DISCUSSION TO ACHIEVEMENT IN CLASSES TAUGHT BY CONVENTIONAL METHODS OF LECTURE, DISCUSSION, AND LABORATORY WORK. SINCE ACHIEVEMENT TENDED TO BE SLIGHTLY HIGHER IN SECTIONS TAUGHT BY CONVENTIONAL METHODS, THE CONTINUATION OF THE CONVENTIONAL METHOD WAS RECOMMENDED. SHOULD A SEVERE TEACHER SHORTAGE DEVELOP, TEACHER-STUDENT CONTACT CAN BE REDUCED BY ONE-HALF IN CLASSES IN GENERAL PSYCHOLOGY WITH ONLY A SMALL DECREASE IN ACHIEVEMENT AS MEASURED BY TESTS. EVALUATION OF STUDENT RESPONSE TO THIS METHOD OF PRESENTATION IS INCONCLUSIVE BECAUSE OF THE POOR QUALITY OF THE RECORDINGS USED AND POOR ACOUSTICS IN THE PRESENTATION ROOM. (LP)

ED 003 538 56

EXPERIMENTATION IN THE ADAPTATION OF THE OVERHEAD PROJECTOR UTILIZING 200 TRANSPARENCIES AND 800 OVERLAYS IN TEACHING ENGINEERING DESCRIPTIVE GEOMETRY CURRICULA.
BY- CHANCE, CLAYTON W.
TEXAS UNIV., AUSTIN
REPORT NUMBER NDEA-VIIA-243 PUB DATE 60
GRANT OEG-741023-09
EDRS PRICE MF-$0.09 HC-$2.12 53P.

DESCRIPTORS- *CONVENTIONAL INSTRUCTION, *ENGINEERING DRAWING, *GEOMETRY, *OVERHEAD PROJECTORS, *PROGRAM EVALUATION, *TRANSPARENCIES, AUSTIN, COMPARATIVE ANALYSIS, LECTURE, PROBLEM SOLVING, TEXAS,

AN INVESTIGATION WAS MADE TO DETERMINE WHETHER AN OVERHEAD PROJECTOR AND TRANSPARENCY SET WOULD BE MORE EFFECTIVE AND ACCEPTABLE TO TEACHERS AND STUDENTS THAN TIME-PROVEN CHALKBOARD DRAWINGS IN THE TEACHING OF A DESCRIPTIVE GEOMETRY COURSE. IT WAS FOUND THAT (1) THE LECTURE-DEMONSTRATION PERIOD CAN BE REDUCED TO ALLOW A LONGER SUPERVISED LABORATORY PERIOD, (2) THE STUDENTS' KNOWLEDGE OF FUNDAMENTALS INVOLVED IN PROBLEM SOLUTIONS WAS INCREASED, (3) MORE TIME WAS AVAILABLE DURING THE LECTURE FOR STUDENT QUESTIONS, (4) THE FACULTY PREFERRED TRANSPARENCY DEMONSTRATIONS, AND (5) THERE WAS A NOTICEABLE IMPROVEMENT IN THE FINAL GRADES OF THE TWO TRANSPARENCY-TAUGHT CLASSES VERSUS THE TWO CHALKBOARD-TAUGHT CLASSES. (LP)

ED 003 539 56

A STUDY OF CLOSED-CIRCUIT TELEVISION AS A TEACHING TECHNIQUE FOR SPEECH IMPROVEMENT IN THE PUBLIC SCHOOL SYSTEM.
BY- IVEY, SARA M. DEMARCO, NORMAN
ARKANSAS UNIVERSITY, FAYETTEVILLE
REPORT NUMBER NDEA-VIIA-278 PUB DATE JAN 61
EDRS PRICE MF-$0.18 HC-$3.60 90P.

DESCRIPTORS- *CLOSED CIRCUIT TELEVISION, *GRADE 3, *SPEECH, *SPEECH IMPROVEMENT, *TELEVISED INSTRUCTION, ARKANSAS, ELEMENTARY SCHOOL STUDENTS, ELEMENTARY SCHOOL TEACHERS, FAYETTEVILLE, INSERVICE TEACHER EDUCATION, SPEECH CURRICULUM, TEACHING TECHNIQUES, TELEVISION, TELEVISION RESEARCH,

THE EFFECTIVENESS OF CLOSED-CIRCUIT TELEVISION FOR SPEECH IMPROVEMENT AT THE THIRD-GRADE LEVEL WAS INVESTIGATED. OBJECTIVES OF THE STUDY WERE TO TEST (1) THE EFFECTIVENESS OF TELEVISED INSTRUCTION ON INSERVICE TRAINING PROGRAMS FOR ELEMENTARY CLASSROOM TEACHERS AND (2) THE AMOUNT OF SPEECH

IMPROVEMENT WITH THIRD-GRADE CHILDREN VIEWING 32 TELEVISION PROGRAMS DURING 1 SCHOOL YEAR. ELEVEN CLASSES OF THIRD-GRADE STUDENTS SERVED AS SUBJECTS IN CONTROL AND EXPERIMENTAL GROUPS. DATA WERE ANALYZED ON 220 CHILDREN AND 10 TEACHERS. ALL GROUPS WERE GIVEN THE SAME BATTERY OF 10 TESTS PRIOR TO AND AFTER THE PROGRAMS. THE CONTROL GROUPS DID NOT RECEIVE THE PROGRAMS. THE EXPERIMENTAL GROUP DID NOT DEMONSTRATE IMPROVEMENT SIGNIFICANTLY SUPERIOR TO THAT OF THE CONTROL GROUP. IT WAS POINTED OUT THAT EFFECTIVE TELEVISION DEMANDS INFINITELY DETAILED PREPLANNING, PROFESSIONAL AND ENTHUSIASTIC OPERATORS, ADEQUATE FACILITIES, AND INTENSE INTEREST OF ALL PARTICIPANTS. SUGGESTIONS WERE MADE FOR FURTHER STUDY BEFORE FIRM CONCLUSIONS ARE MADE CONCERNING THE EFFECTIVENESS OF TELEVISION IN THE AREA OF SPEECH INSTRUCTION. (JC)

ED 003 540 56

AN EXPLORATORY INVESTIGATION OF PERCEPTUAL REACTIONS OF SOUTHERN UNDERGRADUATE NEGROES TO VISUAL MATERIAL DEPICTING VARIOUS GROUPINGS OF ETHNIC SUBJECTS.
BY- COOPER, THEODORE B. AND OTHERS
FLORIDA AGRICULTURAL AND MECHANICAL UNIV.
REPORT NUMBER NDEA-VIIA-2[illegible] PUB DATE 61
GRANT OEG-708057
EDRS PRICE MF-$0.09 HC-$1.08 27P.

DESCRIPTORS- *AMERICAN HISTORY, *AUDIOVISUAL INSTRUCTION, *ETHNIC GROUPING, *NEGRO STUDENTS, *PERCEPTION, CALIFORNIA ETHNOCENTRISM SCALE, COLLEGE STUDENTS, COMPARATIVE ANALYSIS, COOPERATIVE AMERICAN HISTORY TEST, FILMS, FLORIDA, SOUTHERN SCHOOLS, TALLAHASSEE,

SETS OF SLIDES AND FILMS THAT WERE IDENTICAL EXCEPT FOR THE ETHNIC GROUPINGS DEPICTED WERE PREPARED TO PRESENT A SINGLE AREA OF AMERICAN HISTORY TO THREE DIFFERENT CLASS GROUPS. THE ETHNIC GROUPS SHOWN WERE (1) ALL NEGRO, (2) ALL WHITE, AND (3) MIXED SUBJECTS. THE TEST GROUP CONSISTED OF 60 FRESHMAN COLLEGE STUDENTS. THE SAMPLES WERE EQUALLY SEPARATED INTO THREE EXPERIMENTAL GROUPS, EACH OF WHICH RECEIVED ONE OF THE EXPERIMENTAL TREATMENTS. PRE- AND POST-TESTING WAS ACCOMPLISHED BY USE OF THE COOPERATIVE AMERICAN HISTORY TEST AND THE CALIFORNIA ETHNOCENTRISM SCALE. THERE WERE NO SIGNIFICANT DIFFERENCES BETWEEN THE GROUPS AT THE .05 LEVEL. IN SOME INSTANCES, HOWEVER, PERCEPTUAL DISTORTIONS WERE NOTED. FURTHER RESEARCH WAS SUGGESTED TO USE OTHER THAN CONVENTIONAL TECHNIQUES WITH INSTRUCTIONAL MATERIALS AND TO USE A MUCH LARGER SAMPLE. (RS)

ED 003 541 56

TESTING THE EFFECTIVENESS OF TWO-PURPOSE TELEVISION PROGRAMS IN CONTRIBUTING TO BOTH TEACHER AND PUPIL LEARNING (ELEMENTARY SCIENCE).
BY- FRAZIER, ALEXANDER EVANS, LEWIS O.
OHIO STATE UNIV., COLUMBUS, RESEARCH FOUNDATION
REPORT NUMBER NDEA-VIIA-298 PUB DATE 27 DEC 60
OHIO STATE UNIV., COLUMBUS
REPORT NUMBER RF-986-FINAL
GRANT OEG-7-33-045-00
EDRS PRICE MF-$0.18 HC-$3.40 85P.

DESCRIPTORS- *ELEMENTARY EDUCATION, *GENERAL SCIENCE, *PROGRAM EVALUATION, *TEACHER IMPROVEMENT, *TELEVISED INSTRUCTION, ACHIEVEMENT TESTS, COLUMBUS, EVALUATION, LEARNING, OHIO, SCIENCE EDUCATION, TELEVISION,

A SERIES OF TELECASTS WAS DESIGNED TO EDUCATE TEACHERS FOR BETTER SCIENCE TEACHING, AND TO STIMULATE GREATER PUPIL INTEREST IN SCIENCE. CONSULTATIONS WITH ADVISORS IN SCIENCE EDUCATION, TELEVISION, AND PUBLIC SCHOOL SUPERVISORS DEVELOPED PROJECT PLANS FOR 10 HALF-HOUR TELECASTS IN ELEMENTARY SCIENCE TO BE PRESENTED BIWEEKLY DURING THE SCHOOL DAY TO THIRD- AND FOURTH-GRADE CLASSES. PLANS CALLED FOR PROGRAMS TO (1) CONTAIN SUBJECT MATTER TO BE SELECTED IN PART BY THE TEACHERS AND BE CONSISTENT WITH CURRENT STUDY COURSES, (2) EMPHASIZE WAYS OF LEARNING (EXPERIMENTATION, OBSERVATION, ETC.), (3) BE PLANNED AROUND A TOPIC USING INSTRUCTIONAL MATERIALS TO STIMULATE SIMPLE EXPERIMENTATION, (4) EMPHASIZE CONCEPT FORMATION, AND (5) LEAD TO ADDITIONAL CHILD LEARNING EXPERIENCES. SUPPLEMENTARY TEACHER GUIDANCE MATERIALS WERE PROVIDED. EVALUATION PROCEDURES INCLUDED CLASSROOM OBSERVATION, A TEACHER ATTITUDE QUESTIONNAIRE, TEACHER INTERVIEWS, AND STANDARDIZED TESTS IN SCIENCE FOR THE PUPILS. CHECKLISTS OF BEHAVIORS IN SCIENCE WERE USED TO EVALUATE NOTICEABLE CHILD ATTITUDE CHANGES. TEACHER EVALUATIONS INDICATED TEACHERS (1) WERE MOTIVATED TOWARD BETTER SCIENCE TEACHING, (2) FOUND SPECIFIC WAYS TO IMPROVE TEACHING, (3) BENEFITED FROM THE TEACHERS' GUIDE BOOK, (4) THOUGHT EXTENSION OF TELEVISED LESSONS TO OTHER AREAS WOULD BE VALUABLE, AND (5) BELIEVED CHILDREN GAINED BOTH IN INTEREST AND KNOWLEDGE OF SCIENCE. (AL)

ED 003 542 56

EFFECTIVENESS OF INSTRUCTION BY TELEVISION IN TEACHING HIGH SCHOOL CHEMISTRY IN ALABAMA SCHOOLS.
BY- BROWN, ROBERT D. [illegible]FFEL, GEORGE M.
ALABAMA UNIVERSITY, UNIVERSITY
REPORT NUMBER NDEA-VIIA-302-H PUB DATE 60
EDRS PRICE MF-$0.09 HC-$0.88 22P.

DESCRIPTORS- *CHEMISTRY, *HIGH SCHOOL STUDENTS, *OPEN CIRCUIT TELEVISION, *SCIENCE INSTRUCTION, *TELEVISED INSTRUCTION, ACADEMIC PERFORMANCE, ALABAMA, INSTRUCTIONAL TELEVISION, PERFORMANCE FACTORS, SCIENCE EDUCATION, TELEVISION CURRICULUM, UNIVERSITY,

THIS STUDY ATTEMPTED TO PROVIDE DEFINITIVE ANSWERS TO THE QUESTION OF THE EFFECTIVENESS OF TELEVISION INSTRUCTION IN HIGH SCHOOL CHEMISTRY UNDER VARIED CONDITIONS. THE SAMPLE OBTAINED INCLUDED PREDOMINANTLY WHITE AND NEGRO SCHOOLS USING TELEVISION (FOUR OF EACH), AND PREDOMINANTLY WHITE AND NEGRO SCHOOLS NOT USING TELEVISION (SIX AND ONE). GROSS QUALITATIVE JUDGMENTS OF THE (1) ADEQUACY OF LABORATORY FACILITIES, (2) QUALITY OF TEACHERS, AND (3) MENTAL ABILITY OF STUDENTS WERE USED AS CONTROLS. EFFECTIVENESS OF TELEVISION TEACHING WAS MEASURED BY A COMPARISON OF STUDENT GRADES ON A STANDARDIZED CHEMISTRY TEST GIVEN IN BOTH THE TELEVISION AND NONTELEVISION SCHOOLS. WHILE SIGNIFICANT DIFFERENCES WERE NOTED, THE RESULTANT DATA PROVED INCONCLUSIVE, PROBABLY BECAUSE OF (1) THE INADEQUACY OF THE SAMPLE SIZE, (2) THE INABILITY TO OBTAIN ADEQUATE CONTROLS, AND (3) THE GROSS MEASURES USED IN THE VARIABLES. IT WAS SUGGESTED THAT IN FUTURE STUDIES STEPS SHOULD BE TAKEN TO INSURE CONTROL OF THE TELEVISION USERS SO PERFORMANCE DIFFERENCES CAN BE ASSIGNED TO THE SPECIFIC INFLUENCE OF TELEVISION OR TO OTHER FACTORS. (PM)

ED 003 543 56

AN EXPERIMENTAL PROJECT APPRAISING THE EFFECTIVENESS OF A PROGRAM SERIES ON READING INSTRUCTION USING OPEN-CIRCUIT TELEVISION.
BY- HUNT, LYMAN C.
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
REPORT NUMBER NDEA-VIIA-309
GRANT OEG-736059-00
EDRS PRICE MF-$0.18 HC-$4.88 122P.

DESCRIPTORS- *COMPARATIVE ANALYSIS, *OPEN CIRCUIT TELEVISION, *READING INSTRUCTION, *READING PROGRAMS, *TELEVISED INSTRUCTION, INSTRUCTIONAL INNOVATION, PENNSYLVANIA, PROGRAM EVALUATION, QUESTIONNAIRES, TEACHER ATTITUDES, TEACHER EVALUATION, UNIVERSITY PARK,

A STUDY WAS CONDUCTED ON AN EDUCATIONAL TELEVISION SERIES FOR TEACHERS WHICH DEMONSTRATED PROCEDURES AND PRACTICES OF TEACHING READING. THE INTENT WAS TO BRING TO TEACHERS, WIDELY DISPERSED GEOGRAPHICALLY, SOME NEWER CONCEPTS OF READING INSTRUCTION. THE EFFECTIVENESS OF THE SERIES WAS EVALUATED BY MEANS OF OBSERVATIONS OF TEACHERS, REPORTS FROM TEACHERS, AND QUESTIONNAIRES. THE PROJECT ENLISTED 213 TEACHERS WHO WERE ASSIGNED TO 1 OF 4 EXPERIMENTAL GROUPS. EVALUATIVE MEASURES WERE EMPLOYED AND SCORES OBTAINED. PROGRAMS OF CLASSROOM PRACTICES ASSOCIATED WITH INDIVIDUALIZED READING INSTRUCTION WERE TELEVISED AND KINESCOPED. DATA WERE EXAMINED BY COMPARATIVE STATISTICAL TECHNIQUES. RESULTS INDICATED THAT THE PROGRAM SERIES HAD A HIGHLY SIGNIFICANT IMPACT ON READING INSTRUCTION WITHIN THE CLASSROOM. FURTHER RESEARCH WAS SUGGESTED TO DEVELOP MORE PRECISE INSTRUMENTS FOR EVALUATION. IT WAS ALSO SUGGESTED THAT MORE STUDY IS NEEDED TO DETERMINE PERMANENCE OF EFFECTS OF DEMONSTRATIONS. (RS)

ED 003 544 56

A STUDY TO DETERMINE SPECIFIC SOURCES OF RESISTANCE TO THE USE OF AUDIOVISUAL MATERIALS BY COLLEGE AND UNIVERSITY TEACHERS AND THE DEVELOPMENT OF PROCEDURES FOR OVERCOMING THE BARRIERS TO OPTIMUM USE.
BY- MCINTYRE, KENNETH BROWN, ROBERT M.
NORTH CAROLINA UNIV., CHAPEL HILL
REPORT NUMBER NDEA-VIIA-332 PUB DATE 63
GRANT OEG-731032
EDRS PRICE MF-$0.18 HC-$5.04 126P.

DESCRIPTORS- *AUDIOVISUAL INSTRUCTION, *TEACHER ATTITUDES, *TEACHER EDUCATION, *TEACHING, *TELEVISED INSTRUCTION, AUDIOVISUAL AIDS, CHAPEL HILL, CLOSED CIRCUIT TELEVISION, COLLEGE FACULTY, FACULTY, MEDIA RESEARCH, NORTH CAROLINA, TEACHING METHODS,

THE OBJECTIVES OF THIS STUDY WERE TO (1) DETERMINE THE EXTENT OF USE OF AUDIOVISUAL MATERIALS BY THE FACULTY, (2) IDENTIFY SPECIFIC SOURCES OF RESISTANCE TO THE USE OF AUDIOVISUAL MATERIALS, (3) STUDY AND ASSEMBLE INFORMATION ON AUDIOVISUAL FACILITIES AND PROCEDURES WHICH WOULD BE CONDUCIVE TO THE IMPROVEMENT OF COLLEGE TEACHING, AND (4) DEVELOP PROCEDURES FOR OVERCOMING BARRIERS TO OPTIMUM USE OF AUDIOVISUAL MATERIALS. THE PROCEDURES FOLLOWED SIX STEPS--(1) SELECTING EXPERIMENTAL GROUPS FROM THE UNIVERSITY'S FULL-TIME TEACHING STAFFS, (2) SELECTING A PILOT FACULTY FROM A PRIVATE 4-YEAR LIBERAL ARTS COLLEGE, (3) SELECTING A FULL-TIME FACULTY FROM A 4-YEAR STATE-SUPPORTED INSTITUTION AS THE CONTROL GROUP, (4) ADMINISTERING A FACULTY OPINION QUESTIONNAIRE AND AN INSTRUCTIONAL MATERIALS SURVEY WHICH INCLUDED A LIKERT-TYPE OF ATTITUDE SCALE, (5) CONDUCTING PILOT COURSES SELECTED FROM HISTORY, PHILOSOPHY, ENGLISH, PHYSICS, AND LAW, AND (6) TEACHING AN EXPERIMENTAL GRAPHIC COMMUNICATION COURSE IN DENTISTRY VIA CLOSED-CIRCUIT TELEVISION. CONCLUSIONS INDICATED THAT (1) THERE WAS A TENDENCY TO ASSOCIATE THE NEED FOR AUDIOVISUAL MATERIALS WITH THE PROBLEMS OF LARGE CLASS INSTRUCTION, (2) THE WIDEST USE OF MATERIALS WAS AT THE UNDERGRADUATE LEVEL BY TEACHERS WITH THE HIGHEST RANK AND BROADEST TEACHING EXPERIENCE, (3) THE USE OF AUDIOVISUAL PROCEDURES PRODUCED A SIGNIFICANT POSITIVE CHANGE IN ATTITUDE IN THE EXPERIMENTAL GROUP, (4) USE OF AUDIOVISUAL MATERIALS COULD BE IMPROVED BY PROVIDING FOR PURCHASE OR RENTAL OF MATERIALS, (5) INTERNSHIPS FOR GRADUATE STUDENTS ARE NEEDED, AND (6) SEMINARS WILL IMPROVE THE USE OF MEDIA. (HB)

ED 003 545 56

THE ROLE OF REVIEW MATERIAL IN CONTINUOUS PROGRAMMING WITH TEACHING MACHINES.
BY- FERSTER, C.B.
INDIANA UNIV., INDIANAPOLIS, MEDICAL CENTER
REPORT NUMBER NDEA-VIIA-355 PUB DATE 60
GRANT OEG-7-12-06700
EDRS PRICE MF-$0.09 HC-$0.28 7P.

DESCRIPTORS- *LEARNING PROCESSES, *MEDICAL STUDENTS, *PROGRAMED INSTRUCTION, *REVIEW (REEXAMINATION), *TEACHING MACHINES, ACADEMIC PERFORMANCE, HOLLAND SKINNER PSYCHOLOGY COURSE, INDIANA, INDIANAPOLIS, INSTRUCTIONAL MATERIALS, PSYCHOLOGY, RETENTION, TEACHING TECHNIQUES,

STUDENTS WERE PRESENTED 61 LESSONS BY MEANS OF SEMIAUTOMATIC TEACHING MACHINES. LESSONS WERE ARRANGED SO THAT EACH PARTICIPATING STUDENT STUDIED PART OF THE COURSE MATERIAL WITH A SINGLE REPETITION AND PART WITHOUT REPETITION. DATA WERE OBTAINED FROM TWO TESTS SHOWING TEACHING-MACHINE RESULTS AND ONE FINAL COURSE EXAMINATION. NO SIGNIFICANT DIFFERENCES OCCURRED AS A RESULT OF THE LESSONS BEING REPEATED. STUDENTS REPORTED THAT THEY COULD MEMORIZE ANSWERS WHEN THEY TOOK THE LESSONS THE FIRST TIME, AND THAT REPETITION DID NOT CONSTITUTE AS MUCH OF A REVIEW AS IT MIGHT HAVE HAD THE MATERIAL BEEN DIFFERENT. (JH)

ED 003 546 56

THE EFFECTIVENESS OF PHOTOGRAPHIC MEDIA IN THE MODIFICATION OF CHILDREN'S CLASSROOM BEHAVIOR AND SELF CONCEPTS.
BY- CATE, CHARLES A. AND OTHERS
FLORIDA UNIV., GAINESVILLE, COLL. OF EDUCATION
REPORT NUMBER NDEA-VIIA-361 PUB DATE 61
GRANT OEG-7-08-072
EDRS PRICE MF-$0.18 HC-$2.80 70P.

DESCRIPTORS- *ELEMENTARY SCHOOL STUDENTS, *FILMS, *INDIVIDUAL COUNSELING, *SELF CONCEPT, *STUDENT BEHAVIOR, CATTELL BEHAVIOR RATING SCALE, CLASSROOM RESEARCH, CREELMAN SELF CONCEPTION TEST, FLORIDA, GAINESVILLE, GRADE 6, INDIVIDUAL DEVELOPMENT, INSTITUTE FOR PERSONALITY ASSESSMENT TEST, PERSONALITY DEVELOPMENT, ROLE PLAYING,

THE ADJUSTMENT OF CHILDREN AS MANIFESTED IN THEIR SELF-CONCEPTS AND THEIR CLASSROOM BEHAVIOR WAS INVESTIGATED. IT WAS HYPOTHESIZED THAT THE OPPORTUNITY FOR CHILDREN TO OBSERVE PHOTOGRAPHS OF THEMSELVES IN SCHOOL WITHIN A POSITIVE FRAME OF REFERENCE WOULD ENABLE THEM (1) TO DEVELOP A MORE POSITIVE SELF-CONCEPT, (2) TO DEVELOP A MORE POSITIVE BEHAVIOR, AND (3) TO MORE RAPIDLY CORRECT ANTISOCIAL OR UNACCEPTABLE BEHAVIOR, PERSONALITY STRUCTURE, AND SELF-CONCEPT. EACH MEMBER OF THE EXPERIMENTAL CLASS WAS SHOWN A NUMBER OF PHOTOGRAPHS OF HIMSELF TAKEN IN A NORMAL SCHOOL SITUATION. AS THE STUDENT VIEWED THESE PHOTOGRAPHS IN THE PRESENCE OF AN INVESTIGATOR EVERY 5 TO 16 DAYS, THE INVESTIGATOR MADE FAVORABLE COMMENTS ABOUT THE STUDENTS AS REFLECTED BY THE PHOTOGRAPH. IN THE JUDGMENT OF THE INVESTIGATORS, THE IMPACT OF THE PICTURES PRODUCED IMPORTANT CHANGES OF PERSONALITY AND SELF-CONCEPT IN SOME SUBJECTS. HOWEVER, THE AVAILABLE TESTS DID NOT PROVIDE SENSITIVE OR ACCURATE MEASUREMENT OF THE CHANGES PRODUCED, AND BEHAVIORAL CHANGES WERE NOT CLEARLY DEMONSTRATED. (AL)

ED 003 547 56

THE EFFECTS OF MENTAL RETARDATION ON FILM LEARNING.
BY- DRISCOLL, JOHN P.
CALIFORNIA UNIV., LOS ANGELES
REPORT NUMBER NDEA-VIIA-365 PUB DATE 60
GRANT OEG-7-04-082
EDRS PRICE MF-$0.09 HC-$1.16 29P.

DESCRIPTORS- *EDUCABLE MENTALLY HANDICAPPED, *EVALUATION TECHNIQUES, *INSTRUCTIONAL FILMS, *MATERIAL DEVELOPMENT, *SEQUENTIAL LEARNING, AUDIOVISUAL INSTRUCTION, CALIFORNIA, LEARNING EXPERIENCE, LOS ANGELES, PUBLIC SCHOOL SYSTEMS, SECONDARY SCHOOLS, TEACHING METHODS,

THE EFFECTS OF MENTAL RETARDATION UPON FILM-LEARNING ABILITY WAS INVESTIGATED. FILMS WHICH COVERED AREAS OF VOCATIONAL ORIENTATION, CONSUMER EDUCATION OR ECONOMICS, AND CIVICS WERE PRODUCED. THE STUDY SAMPLE WAS MADE UP OF 402 SUBJECTS FROM 21 JUNIOR AND SENIOR HIGH SCHOOLS. THE AVERAGE AGE WAS 14 YEARS AND THE MEAN IQ, 68. PRE- AND POST-TESTS INCLUDED ORAL, INDIVIDUAL, AND VISUAL PROCEDURES. THE RESPONSES WERE RECORDED AND ANALYZED. THE RESULTS INDICATED THAT SPECIAL FILMS CAN BE EFFECTIVE AS A TEACHING METHOD FOR EDUCABLE MENTALLY RETARDED PUPILS. IT WAS SUGGESTED THAT FURTHER DEVELOPMENT INCLUDE "RECAPS" AND RECALLS. (RS)

ED 003 548 56

THE OUT-OF-CLASSROOM AUDIENCE OF WGBH--A STUDY OF MOTIVATION IN VIEWING.
BY- SOLA POOL, ITHIEL DE ADLER, BARBARA
MASSACHUSETTS INST. OF TECH., CAMBRIDGE
REPORT NUMBER NDEA-VIIA-083 PUB DATE 62
GRANT OEG-7-19-025
EDRS PRICE MF-$0.09 HC-$2.32 58P.

DESCRIPTORS- *ADULT PROGRAMS, *EDUCATIONAL TELEVISION, *INTEREST RESEARCH, *INTERVIEWS, BOSTON, BROADCAST TELEVISION, CAMBRIDGE, MASSACHUSETTS, MOTIVATION, SURVEYS, TELEVISION,

THIS REPORT REVIEWED THE RESEARCH CONDUCTED, 1960-61, IN METROPOLITAN BOSTON ON THE AUDIENCE OF AN EDUCATIONAL TELEVISION STATION. THE DESIGN OF THE STUDY WAS A TWO-WAVE SURVEY--THE FIRST WAVE BY 9,140 TELEPHONE CALLS IN EARLY 1960, AND THE SECOND WAVE 1 YEAR LATER BY PERSONAL INTERVIEWS WITH SOME OF THE SAME PEOPLE. THE INTEREST IN THE PERSONAL INTERVIEWING SESSIONS WAS FOCUSED PRIMARILY ON THE ETV VIEWERS. OF 511 INTERVIEWS, 222 WERE WITH ETV VIEWERS, 83 WITH "MARGINAL CASES," AND 137 WITH A REPRESENTATIVE SAMPLE OF NONVIEWERS. BY EVALUATING AND COMBINING THESE THREE SAMPLES, IT WAS POSSIBLE TO OBTAIN A CROSS SECTION OF BOSTON METROPOLITAN AREA ADULTS. THE 20 PERCENT OF THOSE WHO WATCH ETV IN BOSTON WERE DESCRIBED AS PERSONS OF A SPECIAL KIND--ALERT, ASPIRING, AND INTELLIGENT. DESPITE A NUMBER OF CONSIDERATIONS, THE POTENTIAL FOR INCREASING THE AUDIENCE OF THE BOSTON ETV STATION WAS SMALL SINCE THERE WERE FEW PROSPECTIVE RECRUITS AMONG NONVIEWERS. IT WAS RECOMMENDED THAT ATTEMPTS BE MADE TO INCREASE THE THREE-QUARTER HOUR PER WEEK VIEWING TIME OF THE POPULATION WHO WATCH ETV. (JC)

ED 003 549 56

THE EFFECTIVENESS OF FILMED SCIENCE COURSES IN PUBLIC SECONDARY SCHOOLS.
BY- POPHAM, W. JAMES SADNAVITCH, JOSEPH M.
KANSAS STATE COLL. OF PITTSBURG
REPORT NUMBER NDEA-VIIA-091 PUB DATE AUG 60
EDRS PRICE MF-$0.18 HC-$2.92 73P.

DESCRIPTORS- *CHEMISTRY, *HIGH SCHOOLS, *INSTRUCTIONAL FILMS, *PHYSICAL SCIENCES, *PHYSICS INSTRUCTION, ACADEMIC ACHIEVEMENT, ACHIEVEMENT TESTS, COURSE ORGANIZATION, INSTRUCTIONAL IMPROVEMENT, KANSAS, MEDIA RESEARCH, PITTSBURG, PROGRAM EVALUATION, SECONDARY EDUCATION,

A STUDY WAS INITIATED IN 12 SECONDARY SCHOOLS TO INVESTIGATE THE EFFECTIVENESS OF FILMED CHEMISTRY AND PHYSICS COURSES. CONTROL VARIABLES WERE USED TO INSURE COMPARABILITY OF EXPERIMENTAL AND CONTROL GROUPS. ACHIEVEMENT, INTEREST, AND ATTITUDE SERVED AS THE STANDARDS BY WHICH THE EFFECTIVENESS OF THE FILMED COURSES WERE JUDGED. BOTH GROUPS WERE PRE- AND POST-TESTED AND THE RESULTS ANALYZED. RESULTS INDICATED THAT (1) THE CHEMISTRY FILMS WERE AS EFFECTIVE AS THE CONVENTIONAL TEACHING BUT THE PHYSICS FILMS WERE NOT AND (2) THE FILM AND NON-FILM APPROACHES FOSTER COMPARABLE STUDENT INTEREST IN PHYSICAL SCIENCE. THE INVESTIGATORS CAUTIONED THAT SOME LIMITATIONS OF THE STUDY MADE IT UNWISE TO DRAW FIRM CONCLUSIONS FROM THE RESULTS OBTAINED. (AL)

ED 003 550 56

TELEVISION UTILIZATION IN THE OBSERVATION PROGRAM FOR TEACHER EDUCATION.
BY- ROGERS, WILLIAM R.
SAN JOSE STATE COLLEGE, CALIF.
REPORT NUMBER NDEA-VIIA-093 PUB DATE 62
GRANT OEG-704001
EDRS PRICE MF-$0.18 HC-$2.36 59P.

DESCRIPTORS- *CLASSROOM RESEARCH, *CLASSROOM TECHNIQUES, *OBSERVATION , *TEACHER EDUCATION, *TELEVISION, CALIFORNIA, CLASSROOM ENVIRONMENT, COLLEGES, ECONOMICS RESEARCH, SAN JOSE, SCHOOL SYSTEMS,

A STUDY WAS CONDUCTED TO INVESTIGATE THE EFFECTIVENESS OF TELEVISION OBSERVATION. THE OBJECTIVES WERE TO DETERMINE

WHETHER TELEVISION COULD (1) REDUCE THE AMOUNT OF DIRECT OBSERVATION OF PUBLIC SCHOOL CLASSROOM ACTIVITIES NECESSARY IN THE TRAINING OF TEACHERS, (2) EFFECT ECONOMIES IN THE USE OF INSTRUCTIONAL TIME VIA MULTIPLE-SECTION TELEVISION VIEWING, (3) EFFECT ECONOMIES IN THE USE OF STUDENT TIME, AND (4) INCREASE THE CAPACITY OF THE AVAILABLE PUBLIC SCHOOLS TO PROVIDE OBSERVATIONAL EXPERIENCES. THREE EXPERIMENTAL GROUPS AND TWO CONTROL GROUPS WERE SELECTED EACH SEMESTER FOR FIVE SEMESTERS. EACH GROUP WAS COMPOSED OF 20 STUDENTS. TWO TYPES OF DATA WERE COLLECTED FROM EACH GROUP (1) THE CONTROL MEASURES INCLUDED COLLEGE SCHOLARSHIP, ACADEMIC APTITUDE, AGE, SEX, AND PREDICTED SUCCESS AS A TEACHER, (2) THE CRITERION MEASURES INCLUDED AN ASSESSMENT OF EACH STUDENT AFTER COMPLETION OF THE COURSE "ELEMENTARY SCHOOL CURRICULUM AND OBSERVATION," AND AFTER A SEMESTER OF STUDENT TEACHING. THERE WERE NO MEASURABLE DIFFERENCES ON THE CRITERION MEASURES BETWEEN THE EXPERIMENTAL AND CONTROL GROUPS. (HB)

ED 003 551 56

PREPARATION AND EVALUATION IN USE OF A SERIES OF BRIEF FILMS OF SELECTED DEMONSTRATIONS FROM THE INTRODUCTORY COLLEGE PHYSICS COURSE.
BY- TENDAM, D.J. AND OTHERS
PURDUE RESEARCH FOUNDATION, LAFAYETTE, IND.
REPORT NUMBER NDEA-VIIA-132 PUB DATE 61
GRANT OEG-7-12-027-11
EDRS PRICE MF-$0.09 HC-$2.00 50P.

DESCRIPTORS- *ACHIEVEMENT, *COLLEGE STUDENTS, *PERFORMANCE, *PHYSICS, ACADEMIC PERFORMANCE, ACHIEVEMENT RATINGS, DEMONSTRATION PROGRAMS, INDIANA, INSTRUCTIONAL FILMS, LAFAYETTE, PHYSICS EXPERIMENTS, PHYSICS INSTRUCTION,

AN ATTEMPT WAS MADE TO ASCERTAIN WHETHER MOTION PICTURE FILMS OF SELECTED PHYSICS DEMONSTRATION EXPERIMENTS WERE AS EFFECTIVE AS DEMONSTRATIONS PERFORMED DURING COLLEGE PHYSICS LECTURES. A SECOND OBJECTIVE WAS TO DETERMINE WHETHER STUDENTS WOULD TAKE ADVANTAGE OF THE OPPORTUNITY TO VIEW SOME EXPERIMENTS ON FILM OUTSIDE OF CLASS ON A VOLUNTARY BASIS. THE INDEPENDENT VARIABLES WERE THE FORMS OF INSTRUCTIONAL TREATMENT AND THE DISTANCE FROM WHICH THE STUDENTS VIEWED THE DEMONSTRATIONS. STUDENTS (393) WERE RANDOMLY ASSIGNED TO TWO CLASSES (LIVE DEMONSTRATION AND FILMED DEMONSTRATION) AND, WITHIN EACH CLASS, TWO GROUPS OF SEATS AT DIFFERENT DISTANCES FROM THE LECTURE TABLE. THE SAME QUIZZES AND EXAMINATIONS WERE GIVEN TO ALL STUDENTS. THE FILMED EXPERIMENTS WERE AS EFFECTIVE AS THE CONVENTIONAL METHOD, AND STUDENT ACHIEVEMENT IS INDEPENDENT OF THE DISTANCE (UP TO 60 FEET) BETWEEN THE STUDENT AND THE EXPERIMENT PRESENTATION. THE AUTHORS CONCLUDE THAT STUDENTS WILL VIEW EXPERIMENTS ON FILM OUTSIDE OF THE CLASSROOM WHEN THE MATERIAL IS AVAILABLE. (JC)

ED 003 552 56

AN ANALYSIS OF THE BEHAVIORAL PROCESSES INVOLVED IN SELF-INSTRUCTION WITH TEACHING MACHINES.
BY- SKINNER, B.F. HOLLAND, JAMES G.
HARVARD UNIV., CAMBRIDGE, MASS.
REPORT NUMBER NDEA-VIIA-191 PUB DATE 64
GRANT OEG-71-31-0370-051-3
EDRS PRICE MF-$0.36 HC-$8.16 204P.

DESCRIPTORS- *AUTOINSTRUCTIONAL AIDS, *BEHAVIOR PATTERNS, *TEACHING MACHINES, *VERBAL LEARNING, CAMBRIDGE, LINEAR PROGRAMING, MASSACHUSETTS, PROGRAMED INSTRUCTION,

THIS COLLECTION OF PAPERS CONSTITUTES THE FINAL REPORT OF A PROJECT DEVOTED TO AN ANALYSIS OF THE BEHAVIORAL PROCESSES UNDERLYING PROGRAMED INSTRUCTION. THE PAPERS ARE GROUPED UNDER THREE HEADINGS--(1) "PROGRAMING RESEARCH," (2) "BASIC SKILLS--RATIONALE AND PROCEDURE," AND (3) "BASIC SKILLS--SPECIFIC SKILLS." THE SUMMARY WRITTEN BY THE PRINCIPAL INVESTIGATOR IS GIVEN IN A PAPER TITLED "REFLECTIONS ON A DECADE OF TEACHING MACHINES." MANY OF THE PAPERS HAVE BEEN PUBLISHED IN PROFESSIONAL JOURNALS. (AL)

ED 003 553 56

SELECTED VICARIOUS EXPERIENCES VERSUS DIRECT OBSERVATIONAL EXPERIENCES OF PRE-SERVICE TEACHERS IN THE FOUNDATION AREAS OF PROFESSIONAL PREPARATION AT THE UNIVERSITY OF OKLAHOMA.
BY- FULTON, W.R. RUPIPER, O.J.
OKLAHOMA UNIV., NORMAN, COLL. OF EDUC.
REPORT NUMBER NDEA-VIIA-192 PUB DATE 60
GRANT OEG-734031-00-10-21
EDRS PRICE MF-$0.18 HC-$4.52 113P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *DEMONSTRATIONS (EDUCATIONAL), *OBSERVATION, *TEACHER EDUCATION, COLLEGE STUDENTS, INSTRUCTIONAL FILMS, NORMAN, OKLAHOMA, TEACHERS,

THIS IS AN INVESTIGATION OF THE EFFECTIVENESS OF TWO PROCEDURES FOR TEACHING THE CONCEPTS IN THREE REQUIRED COURSES IN THE PROFESSIONAL PREPARATION OF TEACHERS. THE USE OF SPECIALLY PREPARED AUDIOVISUAL MATERIALS WAS COMPARED WITH DIRECT OBSERVATION. STUDENTS WERE RANDOMLY ASSIGNED TO TWO SECTIONS DESIGNATED AS VICARIOUS OBSERVATION GROUPS AND TWO SECTIONS DESIGNATED AS DIRECT OBSERVATION GROUPS. THE DIRECT OBSERVATION GROUPS MADE NINE 30-MINUTE OBSERVATIONS OF CLASSROOM AND SCHOOL-COMMUNITY SITUATIONS. THE VICARIOUS OBSERVATION GROUPS VIEWED NINE 30-MINUTE FILM AND SLIDE SEQUENCES. THE AUTHORS CONCLUDED THAT ONE METHOD WAS AS EFFECTIVE AS THE OTHER IN REACHING THE STATED OBJECTIVES OF THE COURSES. (JK)

ED 003 554 56

IMPROVING LANGUAGE ARTS OF BILINGUALS THROUGH AUDIOVISUAL MEANS.
BY- CLINE, MARION, JR.
NEW MEXICO HIGHLANDS UNIV., LAS VEGAS
REPORT NUMBER NDEA-VIIA-198 PUB DATE 61
GRANT OEG-07029043
EDRS PRICE MF-$0.18 HC-$4.00 100P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *BILINGUAL STUDENTS, *CURRICULUM ENRICHMENT, *INSTRUCTIONAL IMPROVEMENT, *LANGUAGE ARTS, ACADEMIC ACHIEVEMENT, GRADE 4, LANGUAGE HANDICAPS, LAS VEGAS, NEW MEXICO,

THIS IS AN EVALUATION OF THE USE OF AUDIOVISUAL AIDS WITH BILINGUAL SPANISH-SPEAKING CHILDREN OF NORTHERN NEW MEXICO. THE SCHOOL YEARS OF 1959-61 WERE SPENT IN SEEKING THE MEANS OF OVERCOMING THE LANGUAGE HANDICAPS OF BILINGUAL PUPILS BY THE USE OF AUDIOVISUAL AIDS. TWELVE GROUPS WERE USED, 6 EXPERIMENTAL AND 6 CONTROL GROUPS. DURING 1/2 HOUR A DAY FOR A TOTAL OF 2 1/2 HOURS PER WEEK, THE EXPERIMENTAL

GROUPS WERE TAUGHT WITH ALL AVAILABLE VISUAL AND AUDIO AIDS SUITED TO THE FOURTH-GRADE CURRICULUM. THE CONTROL GROUPS WERE INSTRUCTED WITHOUT SPECIAL ATTENTION TO AUDIOVISUALS. TEACHERS SELECTED FOR THE PROJECT HAD PARTICIPATED IN A SUMMER WORKSHOP ON AUDIOVISUAL AIDS. ACHIEVEMENT TESTS AND ORAL READING TESTS WERE ADMINISTERED TO BOTH GROUPS. ON MOST OF THE VARIABLES, THE EXPERIMENTAL GROUPS ACHIEVED SIGNIFICANTLY BETTER RESULTS THAN THE CONTROL GROUPS. A NUMBER OF SIGNIFICANT RECOMMENDATIONS FOR RESEARCH ON PREPARATION AND USE OF AUDIOVISUAL AIDS ARE INCLUDED IN THE REPORT. (JC)

ED 003 555 56

AN INVESTIGATION OF MOTION PICTURE FILM AND THE PROGRAM ANALYZER FEEDBACK TO IMPROVE TELEVISION TEACHER TRAINING.
BY- JOHNSON, F. CRAIG AND OTHERS
OHIO UNIV., ATHENS
REPORT NUMBER NDEA-VIIA-374 PUB DATE APR 60
EDRS PRICE MF-$0.09 HC-$1.48 37P.

DESCRIPTORS- *AUDIOVISUAL INSTRUCTION, *SOUND FILMS, *TEACHER EDUCATION, *TELEVISION TEACHERS, ATHENS, AUDIOVISUAL PROGRAMS, FACTOR ANALYSIS, INSERVICE TEACHER EDUCATION, INSTRUCTIONAL INNOVATION, KINESCOPE RECORDINGS, OHIO, PROGRAM EVALUATION,

THE PURPOSE OF THIS STUDY WAS TO EVALUATE THE PROGRAM ANALYZER, KINESCOPE, AND AUDIOTAPE AS AIDS IN TRAINING TELEVISION TEACHERS. FOLLOWING 10-MINUTE PRESENTATIONS, EACH TEACHER'S PERFORMANCE WAS REVIEWED BY ONE OF FIVE METHODS--(1) SOUND ONLY, (2) SOUND AND PROGRAM ANALYZER, (3) KINESCOPE ONLY, (4) KINESCOPE AND PROGRAM ANALYZER, OR (5) SELF-EVALUATION ONLY. EACH LESSON WAS PRESENTED THREE TIMES WITH FEEDBACK FROM THE REVIEW FOLLOWING THE FIRST AND SECOND PRESENTATIONS. A SECOND LESSON WAS PREPARED AND PRESENTED FOLLOWING THE PRESENTATIONS OF LESSON ONE. THE RATING GROUPS WERE DIVIDED SO EACH MEMBER OF GROUP A REVIEWED ALL THREE PERFORMANCES OF GROUP B PRESENTATIONS, AND MEMBERS OF GROUP B REVIEWED ONLY A SINGLE PERFORMANCE OF GROUP A PRESENTATIONS. FINDINGS SHOWED THERE WAS NO DIFFERENCE IN RATINGS OF TEACHERS WHO (1) USED KINESCOPE, (2) USED AUDIO TAPE ONLY, OR (3) HAD NO REVIEW. RATINGS ON THE SECOND PRESENTATIONS OF TEACHERS USING THE PROGRAM ANALYZER WERE SIGNIFICANTLY LOWER THAN RATINGS OF THOSE WHO DID NOT USE THE ANALYZER. THE RATING MEANS FOR BOTH OF THESE GROUPS WERE EQUAL ON THE THIRD PRESENTATION, AND THE ANALYZER GROUP WAS NOT SIGNIFICANTLY BETTER ON THE FOURTH PRESENTATION. NO SIGNIFICANT INTERACTION WAS SHOWN TO RESULT FROM THE DIFFERENCES OF NUMBERS OF PRESENTATIONS REVIEWED BY THE TWO RATING GROUPS. (AL)

ED 003 556 56

AN EXPERIMENT TO DETERMINE THE EFFECTIVENESS OF MOTION PICTURES WITH SOUND IN THE TEACHING OF MATERIAL WHICH CANNOT BE DIRECTLY PORTRAYED IN VISUAL IMAGES.
BY- KETCHAM, CARL H. HEATH, ROBERT W.
ARIZONA UNIV., TUCSON
REPORT NUMBER NDEA-VIIA-378 PUB DATE 58
GRANT OEG-7-02-077
EDRS PRICE MF-$0.09 HC-$0.96 24P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *AUDIOVISUAL INSTRUCTION, *COLLEGE INSTRUCTION, *FILMS, *MEDIA RESEARCH, ARIZONA, PHONOTAPE RECORDINGS, REPETITIVE FILM SHOWINGS, TUCSON,

FACTUAL LEARNING FROM THE SOUND TRACK OF FILMS WAS ASSESSED EXPERIMENTALLY USING SOUND TRACKS WITHOUT CORRESPONDING OR SOUND-TRACK-RELATED VISUAL IMAGES ON SCREEN. THE PURPOSE OF THE INVESTIGATION WAS TO CREATE A CONDITION WHICH IN PRACTICE MIGHT OFTEN BE IMPOSED ON ADVANCED COLLEGE-LEVEL TEACHING FILMS BY THE COMPLEX OR CONCEPTUAL NATURE OF THE MATERIAL BEING TAUGHT. IT WAS SUGGESTED THAT VISUAL IMAGES NEED IN NO WAY REFLECT SOUND-TRACK MATERIAL - THAT DATA WHICH IS TO BE LEARNED. THE EFFECTIVENESS OF THE METHOD WAS FIRST TESTED IN A PILOT PHASE, AND CERTAIN POSSIBLE CAUSES OF INCREASED LEARNING WERE RULED OUT. THIS WAS FOLLOWED BY THE MAIN PHASE, INVOLVING THE PRODUCTION AND TESTING OF A FULL-LENGTH TEACHING FILM ON THE LIFE AND WORKS OF WORDSWORTH. THE SUBJECTS OF THIS MAIN PHASE WERE COLLEGE-LEVEL UNDERGRADUATES. ALL WERE GIVEN THE VERBAL-APTITUDE SECTION OF THE COLLEGE QUALIFICATIONS TESTS AND PLACED IN SIX INSTRUCTIONAL GROUPS DESCRIBED AS FOLLOWS--(1) SOUND AND PICTURE, ONCE, (2) SOUND ONLY, ONCE, (3) SOUND AND PICTURE, THREE TIMES, (4) SOUND ONLY, THREE TIMES, (5) SOUND AND PICTURE, THREE TIMES, WITH NOTE-TAKING AND STUDY, AND (6) CONVENTIONAL CLASSROOM METHODS. AFTER INSTRUCTION, THE SAME MULTIPLE-CHOICE TEST WAS GIVEN TO ALL GROUPS, AND GROUPS 2 AND 3 WERE RETESTED AFTER A MONTH. THE TEST FILM COMPARED FAVORABLY, WHEN SHOWN REPEATEDLY AND WITHIN THE RANGE OF ITS MATERIAL, WITH CONVENTIONAL TEACHING METHODS. (JH)

ED 003 557 56

EXPERIMENTAL ANALYSES OF THE EFFECTS OF VARIOUS MODES OF ITEM PRESENTATION ON THE SCORES AND FACTORIAL CONTENT OF TESTS ADMINISTERED BY VISUAL AND AUDIOVISUAL MEANS--A PROGRAM OF STUDIES BASIC TO TELEVISION TESTING.
BY- CURTIS, H.A. KROPP, RUSSEL P.
FLORIDA ST. UNIV., TALLAHASSEE, SCH. OF EDUCATION
REPORT NUMBER NDEA-VIIA-385 PUB DATE 61
GRANT OEG-7-08-075
EDRS PRICE MF-$0.18 HC-$3.56 89P.

DESCRIPTORS- *MEDIA RESEARCH, *TEST CONSTRUCTION, ACHIEVEMENT TESTS, FLORIDA, INTELLIGENCE TESTS, INTEREST TESTS, ITEM ANALYSIS, TALLAHASSEE,

THE POSSIBILITY OF ADMINISTERING TESTS BY PROJECTED METHODS WAS EXPLORED, FOCUSING ON THE ASSIGNMENT OF VALUES TO SPECIFIC TEST VARIABLES IN ORDER TO MAKE THE RESULTS OF PROJECTED TESTS COMPARABLE TO THOSE OF A NORMAL (CLASSROOM TEACHER ADMINISTERED) TEST ENVIRONMENT. THE VARIABLES OF (1) INTRA-ITEM EXPOSURE INTERVAL, (2) INTER-ITEM EXPOSURE INTERVAL, (3) ITEMS PER EXPOSURE, (4) AUDIOVISUAL AND VISUAL ITEM PRESENTATION, AND (5) ITEM-DIFFICULTY ARRANGEMENT WERE INCORPORATED IN THE PROJECT. CONTENTS OF INTELLIGENCE, ACHIEVEMENT, VOCATIONAL INTEREST, AND ADJUSTMENT TESTS WERE SUBJECTED TO STUDY. STILL SLIDES WERE CHOSEN FOR PROJECTING THE TEST DATA. THESE SLIDES WERE EASILY AND INEXPENSIVELY PRODUCED AND WERE ADAPTABLE TO VARIED ADMINISTRATIVE CONDITIONS FOR TESTING. DURING TESTING, SOME OF THE TEST ITEMS WERE READ FROM TAPE AS THEY APPEARED ON A SCREEN. SUBJECTS RANGED FROM ELEMENTARY TO GRADUATE COLLEGE STUDENTS, DEPENDING ON THE LEVEL OF DIFFICULTY OF A PARTICULAR TEST ADMINISTERED. RESULTS DEMONSTRATED SOME AMOUNT OF EQUIVALENCE

BETWEEN THE PROJECTED TEST MODE AND NORMAL TESTING CONDITIONS, ALTHOUGH PAIRS OF MEANS AND VARIANCES WERE AT TIMES SIGNIFICANTLY DIFFERENT. ONE METHOD WOULD BE REGARDED AS INTERCHANGEABLE WITH THE OTHER WHEN THE CORRELATION BETWEEN THE SETS OF SCORES OBTAINED UNDER THE TWO ADMINISTRATIVE CONDITIONS WAS HIGH (APPROACHING OR EQUAL TO THE RELIABILITY OF THE TEST WHEN DETERMINED ON A TEST-RETEST BASIS UNDER NORMAL CONDITIONS). (JH)

ED 003 558 56

MATHEMATICS INDIVIDUAL LEARNING EXPERIMENT.
BY- CROSBY, GWLADYS AND OTHERS
CITY UNIV. OF NEW YORK, QUEENS COLL., FLUSHING,N.Y
REPORT NUMBER NDEA-VIIA-391 PUB DATE 60
GRANT OEG-7-42-1050-069
EDRS PRICE MF-$0.18 HC-$4.56 114P.

DESCRIPTORS- *ACHIEVEMENT, *ALGEBRA, *GRADE 9, *GROUP INSTRUCTION, *INDIVIDUAL INSTRUCTION, DIFFERENTIAL APTITUDE TEST, FLUSHING, INSERVICE TEACHER EDUCATION, JUNIOR HIGH SCHOOLS, MATHEMATICS INSTRUCTION, NEW YORK, NEW YORK CITY, QUEENS COLLEGE,

THIS EXPERIMENT TESTED AND EVALUATED THE CHANGE IN ACHIEVEMENT AND ATTITUDE TOWARD MATHEMATICS OF NINTH-GRADE, ELEMENTARY ALGEBRA PUPILS SUBJECTED TO TWO METHODS OF INSTRUCTION. TWO HYPOTHESES WERE TESTED--(1) CLASSES TAUGHT BY INDIVIDUALIZED AND TRADITIONAL METHODS DO NOT DIFFER IN NINTH-GRADE ALGEBRA ACHIEVEMENT AND (2) INDIVIDUALIZED AND TRADITIONAL METHODS OF TEACHING NINTH-GRADE ALGEBRA SHOW NO DIFFERENCE IN CHANGING ATTITUDES TOWARD MATHEMATICS. AN INSTITUTE WAS HELD FOR ORIENTATION OF SELECTED TEACHERS. THE RANDOMIZED BLOCK EXPERIMENT INVOLVED 36 NINTH-GRADE ELEMENTARY ALGEBRA CLASSES IN NINE JUNIOR HIGH SCHOOLS IN THE NEW YORK CITY AREA. BOTH STUDENT AND TEACHING METHOD WERE ASSIGNED AT RANDOM. THE ATTITUDE ANALYSIS REVEALED A SIGNIFICANT DROP IN MEAN SCORES OF BOTH GROUPS FROM THE BEGINNING TO THE END OF THE TERM. NO SIGNIFICANT DIFFERENCES WERE FOUND BETWEEN THE TWO GROUPS IN ACHIEVEMENT. (JK)

ED 003 559 56

A STUDY TO DETERMINE THE EXTENT TO WHICH INSTRUCTION TO UNIVERSITY FRESHMEN IN THE USE OF THE UNIVERSITY LIBRARY CAN BE TURNED OVER TO TEACHING MACHINES. FINAL REPORT.
BY- WENDT, PAUL R. AND OTHERS
SOUTHERN ILLINOIS UNIV., CARBONDALE
REPORT NUMBER NDEA-VIIA-396 PUB DATE 1 JUL 63
GRANT OEG-7-11-076-00
EDRS PRICE MF-$0.18 HC-$3.24 81P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *COLLEGE STUDENTS, *FILMS, *LIBRARY INSTRUCTION, *PROGRAMED INSTRUCTION, CARBONDALE, ILLINOIS, OPTIONAL BRANCHING, TEACHING MACHINES,

A BRANCHING TEACHING-MACHINE PROGRAM WAS DEVELOPED TO TEACH FRESHMEN TO LOCATE MATERIALS WITHOUT THE HELP OF A LIBRARIAN. THE STUDENT WAS SEATED IN FRONT OF A CONSOLE IN A DARKENED, QUIET, AIR-CONDITIONED ROOM. USING A KEYBOARD, THE STUDENT WAS ABLE TO CALL UP ON A SCREEN ANY ONE OF 150 SLIDES. PICTORIAL AND PERFORMANCE FRAMES WERE DEVELOPED TO MAXIMIZE TRANSFER TO THE ACTUAL SITUATION ON THE LIBRARY FLOOR. AN EXPERIMENTAL GROUP OF 66 STUDENTS WAS ASSIGNED TO LEARN TO USE THE LIBRARY FROM THE TEACHING MACHINE ONLY. A CONTROL GROUP OF 53 STUDENTS WAS TO LEARN THE SAME CONTENT FROM A SERIES OF LIBRARY TOURS AND ILLUSTRATED LECTURES. A GROUP OF 74 STUDENTS RECEIVED NO INSTRUCTION IN THE USE OF THE LIBRARY. NO SIGNIFICANT DIFFERENCES IN THE GAINS IN ACHIEVEMENT SCORES BETWEEN THE EXPERIMENTAL GROUP AND THE CONTROL GROUP WERE DEMONSTRATED. THIS REPORT DESCRIBES THREE OTHER STUDIES--(1) DEVELOPMENT OF A FILM TO MOTIVATE STUDENTS TOWARD AN INTEREST IN BOOKS AND OBJECTIVE MEASURE OF STUDENTS' INTEREST THROUGH INFRARED PHOTOGRAPHY OF STUDENTS DURING A VIEWING, (2) DEVELOPMENT AND TESTING OF AN AUDIO PRESENTATION TO REPLACE WRITTEN WORDS IN THE TEACHING MACHINE PROGRAM, AND (3) DEVELOPMENT AND TESTING OF A PROGRAMED COURSE TO TEACH GRADUATE STUDENTS HOW TO DO RESEARCH ON U. S. GOVERNMENT DOCUMENTS. (JH)

ED 003 560 56

THE EFFECT ON INSTRUCTION OF THE COMPLEMENTARY USE OF AUDIOVISUAL MEDIA WITH MODIFIED PATTERNS IN THE USE OF THE TEACHING STAFF.
BY- FRITZ, JOHN O.
CHICAGO UNIV., GRADUATE SCHOOL OF EDUCATION
REPORT NUMBER NDEA-VIIA-399 PUB DATE SEP 63
GRANT OEG-7-11-068
EDRS PRICE MF-$0.27 HC-$7.56 189P.

DESCRIPTORS- *AUDIOVISUAL INSTRUCTION, *INSTRUCTIONAL INNOVATION, *MEDIA RESEARCH, *PHYSICS INSTRUCTION, CHICAGO, COMPARATIVE ANALYSIS, HIGH SCHOOLS, ILLINOIS, LEARNING PROCESSES, PHYSICAL SCIENCE STUDY COMMITTEE, TEACHING TECHNIQUES,

TWO HIGH SCHOOL PHYSICS CLASSES WERE CHOSEN TO BE EXPERIMENTAL GROUPS IN A STUDY OF THE EFFECTIVENESS OF AUDIOVISUAL MEDIA USED IN A COMPLEMENTARY (RATHER THAN SUPPLEMENTARY) ROLE IN THE INSTRUCTIONAL PROCESS. FOUR CLASSES TAUGHT BY TWO TEACHERS COMPRISED THE CONTROL GROUP. THE EXPERIMENTAL DESIGN WAS COMPLICATED IN THAT THE GROUPS WERE STRATIFIED ALONG FOUR DIMENSIONS, NAMELY, COMPLEMENTARY ROLE OF AUDIOVISUAL MEDIA, TEACHER COLLABORATION, VARIABLE CLASS STRUCTURE, AND FREE ACCESS TO THE SCHOOLS' RESOURCES. THE INSTRUCTIONAL MATERIALS CONSISTED OF THE ORGANIZED COLLECTION OF ACTIVITIES DESIGNED BY THE PHYSICAL SCIENCE STUDY COMMITTEE. MORE CHANGES WERE OBSERVED IN THE TEACHERS THAN IN THE STUDENTS IN THIS EXPERIMENT. (JK)

ED 003 561 56

AN EXPERIMENT, WITH EVALUATION, IN THE ERADICATION OF ADULT ILLITERACY BY USE OF TELEVISION INSTRUCTION OVER A STATE EDUCATIONAL TELEVISION NETWORK SUPPLEMENTED BY SUPERVISED GROUP VIEWING.
BY- PEERSON, NELL AND OTHERS
FLORENCE STATE COLL., ALA.
REPORT NUMBER NDEA-VIIA-417 PUB DATE AUG 61
GRANT OEG-701080
EDRS PRICE MF-$0.18 HC-$3.44 86P.

DESCRIPTORS- *EDUCATIONAL TELEVISION, *ILLITERATE ADULTS, *INSTRUCTIONAL MATERIALS, *LITERACY CLASSES, *TELEVISED INSTRUCTION, ADULT PROGRAMS, ADULT STUDENTS, ALABAMA, ALABAMA LITERACY PROJECT, EXPERIMENTAL TEACHING, FLORENCE, LAUBACH METHOD, READING, TEACHING TECHNIQUES, WRITING,

THE APPLICATION OF THE LAUBACH METHOD TO TEACH ILLITERATE ADULTS BY TELEVISION WAS REPORTED. THE PROGRAM INVOLVED 600 STUDENTS OF WHOM 250 COMPLETED THE COURSE OF STUDY. THE STUDENTS WERE ILLITERATES ABOUT 40 YEARS OF AGE WITH 2 TO 3 YEARS OF FORMAL SCHOOLING. LESSONS WERE PREPARED AND TELECAST USING MATERIAL DEVELOPED BY F.C. LAUBACH. CLASSES WITH DIRECT TEACHING WERE ALSO ORGANIZED. EVALUATIONS WERE MADE OF THE LITERACY TRAINING BY QUESTIONNAIRES, ADMINISTRATION OF VARIOUS ACHIEVEMENT TESTS, AND OBSERVATIONS BY THE STAFF. INDICATIONS WERE THAT BOTH THE TELEVISION AND DIRECT TEACHING GROUPS SCORED EQUALLY WELL ON WORD KNOWLEDGE AND DISCRIMINATION. THERE IS NEED FOR MATERIALS OF ADULT-INTEREST LEVEL TO AID IN THE DEVELOPMENT OF LITERACY TRAINING PROGRAMS. THE AUTHOR CONCLUDES THAT TELEVISION INSTRUCTION, WITH SUITABLE SUPPLEMENTARY MATERIAL, CAN VERY ADEQUATELY MEET THE NEED FOR A CRASH PROGRAM ON ILLITERACY. (JK)

ED 003 562 56

TELEVISION AND CONSULTANT SERVICES AS METHODS OF INSERVICE EDUCATION FOR ELEMENTARY SCHOOL TEACHERS OF MATHEMATICS.
BY- DEVAULT, VERE M. AND OTHERS
TEXAS UNIV., AUSTIN
REPORT NUMBER NDEA-VIIA-419 PUB DATE 62
GRANT OEG-7-4-070
EDRS PRICE MF-$0.27 HC-$5.56 139P. UNIV. OF TEXAS, BUREAU OF LABORATORY SCHOOLS, PUB. 15

DESCRIPTORS- *ACHIEVEMENT, *INSTRUCTIONAL TELEVISION, *MATHEMATICS, *TEACHER EDUCATION, *TEACHING METHODS, AUSTIN, TEXAS,

THE PROBLEM OF THIS STUDY WAS TO DETERMINE THE RELATIVE EFFECTIVENESS OF TELEVISION, FACE-TO-FACE LECTURE-DISCUSSION, TELEVISION SUPPLEMENTED BY CLASSROOM CONSULTANT SERVICES, AND FACE-TO-FACE LECTURE-DISCUSSION SUPPLEMENTED BY CLASSROOM CONSULTANT SERVICES AS METHODS OF INSERVICE EDUCATION FOR ELEMENTARY SCHOOL MATHEMATICS TEACHERS. PRE- AND POST-TESTING WAS COMPLETED BY 89 TEACHERS. ASSIGNMENTS TO RESEARCH GROUPS WERE MADE ON THE BASIS OF THREE CRITERIA--(1) LOCATION OF THE TEACHER'S SCHOOL, (2) EXPERIENCE OF THE TEACHER, AND (3) SOCIOECONOMIC LEVEL OF THE SCHOOL COMMUNITY. PARTICIPANTS WERE ASSIGNED TO ONE OF TWO GROUPS--(1) A TELEVISION GROUP AND (2) A FACE-TO-FACE LECTURE-DISCUSSION GROUP, CONSULTANT SERVICES WERE MADE AVAILABLE TO APPROXIMATELY ONE-HALF OF THE PARTICIPANTS IN BOTH GROUPS. CHANGE IN ACHIEVEMENT OF TEACHERS, TEACHER REACTION TO THE INSERVICE EDUCATIONAL PROGRAM, CHANGE IN TEACHERS' CLASSROOM PRACTICES, AND CHANGE IN PUPILS' ACHIEVEMENT AND INTEREST IN MATHEMATICS WERE MEASURES USED IN DETERMINING THE RELATIVE EFFECTIVENESS OF THIS INSERVICE PROJECT. CONCLUSIONS WERE--(1) TELEVISED INSTRUCTION WAS AS EFFECTIVE AS FACE-TO-FACE LECTURE-DISCUSSIONS WITH RESPECT TO MEASURES USED IN EVALUATION AND (2) CONSULTANT SERVICES, SUPPLEMENTING TELEVISION AND FACE-TO-FACE LECTURE-DISCUSSION, MADE A SIGNIFICANT CONTRIBUTION IN SOME SITUATIONS. (HB)

ED 003 563 56

A STUDY OF THE NON-LINEARITY VARIABLE IN FILMIC PRESENTATION.
BY- ALLEN, WILLIAM H. COONEY, STUART M.
UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES
REPORT NUMBER NDEA-VIIA-422 PUB DATE MAY 63
GRANT OEG-704081
EDRS PRICE MF-$0.27 HC-$7.16 179P.

DESCRIPTORS- *COMPREHENSION, *VISUAL PERCEPTION, CALIFORNIA, GRADE 6, INSTRUCTIONAL FILMS, LEARNING PROCESSES, LOS ANGELES,

AN EXPLORATORY STUDY WAS CONDUCTED TO EXAMINE THE NONLINEAR RELATIONSHIP BETWEEN HUMANS AND THEIR INFORMATIONAL ENVIRONMENT. THE FIRST PROBLEM WAS TO MEASURE THE RELATIVE EFFECTS UPON LEARNING OF (1) VISUAL IMAGES PRESENTED NONLINEARLY (CUMULATIVELY OR SIMULTANEOUSLY) AND (2) VISUAL IMAGES PRESENTED LINEARLY (SEQUENTIALLY). EXAMINATION OF THIS VARIABLE WAS ALSO EXTENDED TO INCLUDE VARIATIONS IN THE TREATMENT OF CONTENT - TO MEASURE THE EFFECTS UPON LEARNING OF SUBJECT MATTER PRESENTED AT SEVERAL LEVELS OF ABSTRACTION. EXPLORATIONS WERE CONDUCTED AT TWO GRADE LEVELS, SIXTH AND EIGHTH. EFFECTS WERE MEASURED ON THREE LEVELS OF LEARNING - KNOWLEDGE, COMPREHENSION, AND APPLICATION. EACH OF SIX FILMS SHOWN TO THE EXPERIMENTAL GROUPS WERE FILMOGRAPHS. RESULTS ARE REPORTED FOR EACH GRADE GROUP. FOR BOTH GRADE LEVELS IT WAS CONCLUDED THAT (1) MODE OF PRESENTATION HAS LESS EFFECT ON LEARNING AS THE STUDENT GROWS OLDER AND (2) ABILITY TO COMPREHEND AND TO APPLY SUBJECT MATTER OF THIS TYPE TAUGHT IN THESE WAYS IMPROVES WITH AGE. EXPLORATORY IMPLICATIONS OF THE DATA AND CONCLUSIONS AND RECOMMENDATIONS FOR FURTHER STUDY ARE PRESENTED. (JC)

ED 003 564 56

TELEVISION EDUCATION IN ELEMENTARY SCHOOL SPEECH IMPROVEMENT.
BY- GORDON, MORTON J.
HAWAII UNIV., HONOLULU
REPORT NUMBER NDEA-VIIA-425 PUB DATE 60
GRANT OEG-755111
EDRS PRICE MF-$0.09 HC-$2.20 55P.

DESCRIPTORS- *ELEMENTARY SCHOOL STUDENTS, *SPEECH IMPROVEMENT, *TEACHING TECHNIQUES, *TELEVISED INSTRUCTION, COMPARATIVE ANALYSIS, HAWAII, HONOLULU, PROGRAM EVALUATION, REMEDIAL INSTRUCTION, REMEDIAL PROGRAMS, TELEVISION RESEARCH,

A PILOT STUDY WAS REPORTED ON THE USE OF A COMBINED TELEVISION-CLASSROOM GROUP PROGRAM IN REMEDIAL SPEECH INSTRUCTION. THE SAMPLE CONSISTED OF 535 PUPILS FROM THE ELEMENTARY SCHOOLS OF HAWAII WHO WERE DIVIDED INTO THREE GROUPS--(1) TELEVISION-CLASSROOM INSTRUCTION, (2) NON-TELEVISION-CLASSROOM INSTRUCTION, AND (3) NORMAL THIRD-GRADE INSTRUCTION IN THE LANGUAGE ARTS. A WORKSHOP WAS HELD AT THE CONCLUSION OF THE PROGRAM FOR THE EXPERIMENTAL TEACHERS. THE SUBJECTS WERE PRE- AND POST-TESTED BY VARIOUS MEASURES. THE IMPROVEMENT SCORES OF THE TELEVISION CLASSROOM INSTRUCTION GROUP WERE SIGNIFICANTLY HIGHER THAN THE SCORES OF THE NORMAL CLASSROOM INSTRUCTION GROUP BUT WERE NOT SIGNIFICANTLY HIGHER THAN SCORES OF THE NONTELEVISION-CLASSROOM GROUP. MATERIALS THAT ARE PERTINENT TO THE SUBJECT'S PROBLEMS AND TEACHER AWARENESS OF PROPER SPEECH CORRECTION TECHNIQUES WERE FOUND TO BE MORE IMPORTANT FACTORS THAN TELEVISION PRESENTATIONS IN THIS SPEECH IMPROVEMENT PROGRAM. (RS)

ED 003 565 56

THE RETENTION BY ELEMENTARY SCHOOL CHILDREN OF NATURAL SCIENCE MATERIAL TAUGHT BY TELEVISION.
BY- AMIRIAN, GERARD T.
BOSTON UNIV., MASS.
REPORT NUMBER NDEA-VIIA-427 PUB DATE 1 NOV 61
GRANT OEG-719114
EDRS PRICE MF-$0.09 HC-$1.48 37P.

DESCRIPTORS- *ATTITUDES, *GRADE 5, *SCIENCES, *TEACHING PROGRAMS, *TELEVISION, BOSTON, MASSACHUSETTS, NATURAL SCIENCES, RETENTION,

THE AIMS OF THIS PROJECT WERE TO STUDY THE RETENTION BY ELEMENTARY SCHOOL CHILDREN OF SCIENCE MATERIAL PRESENTED IN AN INTEGRATED PROGRAM OF SCIZNCE TEACHING BY TELEVISION, AND TO STUDY THE CHANGES IN INTERESTS AND ATTITUDES TOWARD SCIENCE SUBSEQUENT TO THE PRESENTATION OF SUCH AN INSTRUCTIONAL PROGRAM. THE SUBJECTS WERE 1,600 FIFTH-GRADE STUDENTS. FOUR TESTS WERE EMPLOYED (TWO FOR SCIENCE ACHIEVEMENT AND TWO FOR ATTITUDES AND INTERESTS). DEPENDENT VARIABLES WERE SCIENCE ACHIEVEMENT (MEASURED BY MULTIPLE-CHOICE INFORMATION AND MATCHING VOCABULARY TESTS), SCIENCE ATTITUDE AND INTEREST, AND SCIENCE REASONING. CONCLUSIONS INDICATED--(1) STATISTICALLY SIGNIFICANT DIFFERENCES IN SCIENCE INFORMATION AND VOCABULARY GAINED BY THE TELEVISION STUDENTS OBSERVED BY THE END OF 1 YEAR OF INSTRUCTION WERE STILL EXISTING 4 AND 8 MONTHS LATER, (2) NO STATISTICALLY SIGNIFICANT DIFFERENCES BETWEEN CONTROL AND EXPERIMENTAL CLASSES WERE OBSERVED IN THE RETENTION OF SCIENCE MATERIAL OR OF SCIENCE INTEREST AND ATTITUDE CHANGES. BOTH GROUPS SHOWED A DROP IN SCIENCE INTEREST DURING THE COURSE OF THE EXPERIMENT. (JK)

ED 003 566 56

MODERN LANGUAGE PROJECT OF THE MASSACHUSETTS COUNCIL FOR PUBLIC SCHOOLS, TEACHERS TRAINING DIVISION, SUMMARY OF RESEARCH ON "PARLONS FRANCAIS," YEAR TWO.
BY- GARRY, RALPH MAURIELLO, EDNA
BOSTON UNIV., MASS.
REPORT NUMBER NDEA-VIIA-428 PUB DATE 62
GRANT OEG-719112
EDRS PRICE MF-$0.09 HC-$1.80 45P.

DESCRIPTORS- *FRENCH, *LANGUAGE INSTRUCTION, *TEACHER CHARACTERISTICS, *TEACHING METHODS, ACHIEVEMENT GAINS, BOSTON, FLES, GRADE 4, GRADE 5, MASSACHUSETTS, MODERN LANGUAGE PROJECT, TAPE RECORDINGS, TEACHER EDUCATION, TELEVISED INSTRUCTION,

THE EFFECTS OF SEVERAL INDEPENDENT TEACHER VARIABLES IN AN INSTRUCTIONAL APPROACH USED IN CONJUNCTION WITH A TELEVISED, 2-YEAR FRENCH CURRICULUM WERE INVESTIGATED. THE VARIABLES WERE TWO VARIATIONS EACH OF TEACHER TRAINING, CLASSROOM PRACTICE, AND TEACHER FLUENCY IN FRENCH--(1) TEACHER TRAINING BY HALF-HOUR TELEVISION PROGRAMS VERSUS TRAINING BY HALF-HOUR TAPE-RECORDINGS, (2) PRACTICE PREPARED AND DIRECTED BY TEACHERS VERSUS PRACTICE VIA SPECIALLY PREPARED TAPE-RECORDINGS, AND (3) THE USE OF TEACHERS JUDGED FLUENT VERSUS THOSE JUDGED TO BE NONFLUENT ON THE BASIS OF SPECIALLY CONSTRUCTED ORAL TESTS. EFFECTS OF THESE VARIATIONS ON THE ACHIEVEMENT OF 45 SECOND-YEAR FRENCH CLASSES OF FIFTH-GRADE CHILDREN WERE MEASURED AT THE END OF 1 YEAR OF INSTRUCTION. LISTENING COMPREHENSION PROVIDED THE MAJOR BASE FOR MEASUREMENTS. THE TWO FORMS OF TEACHER TRAINING PROVIDED LITTLE DIFFERENCE IN PUPIL GAIN. THIS STUDY FOLLOWED AN EARLIER ONE CONDUCTED DURING THE PREVIOUS YEAR WITH THE SAME STUDENTS WHEN THEY WERE ENROLLED IN 1ST-YEAR FRENCH. OVER THE 2-YEAR PERIOD, SIGNIFICANT DIFFERENCES WERE OBSERVED IN FAVOR OF FLUENT AND MODERATELY FLUENT TEACHERS WHEN CLASSROOM WORK WAS CONTINUED BOTH YEARS BY THESE TEACHERS. (JM)

ED 003 567 56

EFFECTS OF MOTION PICTURES ON THE RESPONSE TO NARRATIVE.
BY- LEVINSON, ELIAS
NEW YORK UNIV.
REPORT NUMBER NDEA-VIIA-445 PUB DATE 62
GRANT OEG-738089
EDRS PRICE MF-$0.27 HC-$6.88 172P.

DESCRIPTORS- *ENRICHMENT PROGRAMS, *FILMS, *LITERATURE APPRECIATION, *STORY TELLING, *STUDENT REACTION, COMPREHENSION, INSTRUCTIONAL FILMS, INSTRUCTIONAL IMPROVEMENT, JUNIOR HIGH SCHOOLS, LEARNING EXPERIENCE, LEARNING MOTIVATION, LEARNING PROCESSES, NEW JERSEY, NEW YORK, NEW YORK CITY, NEWARK, STUDENT IMPROVEMENT,

AN INVESTIGATION WAS UNDERTAKEN TO DETERMINE HOW THE RESPONSE FROM JUNIOR HIGH SCHOOL STUDENTS WAS AFFECTED BY THEIR EXPOSURE TO MOTION PICTURE VERSIONS OF SHORT STORIES. THE RESEARCH WAS DIRECTED TOWARD DETERMINING WHETHER FILMS CAN BE USED TO ENHANCE THE TEACHING OF LITERATURE. THREE HYPOTHESES WERE TESTED--(1) STUDENTS WHO VIEW A FILM VERSION OF A SHORT STORY AS WELL AS READ IT RESPOND DIFFERENTLY FROM THOSE WHO ONLY READ IT, (2) STUDENTS WHO VIEW THE FILM BEFORE READING RESPOND DIFFERENTLY FROM THOSE WHO VIEW THE FILM AFTER READING, (3) DIFFERENCES IN RESPONSE ARE RELATED TO DIFFERENCES IN AGE, SEX, AND INTELLIGENCE. ALL STUDENTS IN THE JUNIOR HIGH DIVISION (385), PLUS 67 SIXTH-GRADERS OF THE MADISON SCHOOL, NEWARK, NEW JERSEY, PARTICIPATED IN THE STUDY. FOUR STORIES WERE USED IN THE EXPERIMENT. RESPONSE OBJECTIVES WERE--(1) COMPREHENSION, (2) ENJOYMENT, (3) IDENTIFICATION WITH CHARACTERS, AND (4) KNOWLEDGE OF WORD MEANINGS. SEPARATE TESTS WERE DEVELOPED FOR EACH STORY, AND TEST DATA WERE ANALYZED. RESULTS INDICATED THAT FILM-VIEWING, EITHER BEFORE OR AFTER READING, IMPROVES RESPONSE. IMPLICATIONS FOR TEACHING AND FURTHER RESEARCH WERE PRESENTED. (JC)

ED 003 568 56

A COMPARATIVE STUDY IN THE TEACHING OF HIGH SCHOOL CHEMISTRY AND PHYSICS.
BY- BRYAN, EDWARD E.
OKLAHOMA STATE DEPT OF EDUCATION, OKLAHOMA CITY
REPORT NUMBER NDEA-VIIA-447 PUB DATE SEP 61
GRANT OEG-7-34-092-00
EDRS PRICE MF-$0.09 HC-$2.20 55P.

DESCRIPTORS- *CHEMISTRY, *COMPARATIVE ANALYSIS, *HIGH SCHOOL STUDENTS, *PHYSICS INSTRUCTION, *TELEVISED INSTRUCTION, OKLAHOMA, OKLAHOMA CITY, PROGRAM EVALUATION, TEACHING TECHNIQUES, TELEVISION RESEARCH,

AN EVALUATION WAS MADE OF SEVERAL INSTRUCTIONAL METHODS

FOR EDUCATIONAL TELEVISION. THIRTY-SIX EXPERIMENTAL CLASSES OF HIGH SCHOOL STUDENTS (225) ENROLLED IN PHYSICS OR CHEMISTRY CLASSES WERE SELECTED BY STRATIFIED RANDOM SAMPLING. THE THREE TREATMENTS INCLUDED (1) TELEVISION AND CORRESPONDENCE COURSES, (2) TELEVISION AND VISITS BY STUDENTS IN EDUCATION, AND (3) TELEVISION, AND BOTH CORRESPONDENCE AND VISITS. DATA WERE GATHERED BY PRE- AND POST-TESTS AND A QUESTIONNAIRE OF ATTITUDES. NO SIGNIFICANT DIFFERENCES AMONG THE THREE PHYSICS GROUPS WERE FOUND. CONSIDERABLE VARIATION, HOWEVER, WAS NOTED BETWEEN THE CHEMISTRY GROUPS. THE TELEVISION-CORRESPONDENCE-VISITATION TREATMENT GROUP PRODUCED SIGNIFICANT ACHIEVEMENT GAINS OVER THE OTHER CHEMISTRY GROUPS. (RS)

ED 003 569 56

THE DEVELOPMENT AND APPLICATION OF A NEW METHOD TO TEST THE RELATIVE EFFECTIVENESS OF SPECIFIC VISUAL PRODUCTION TECHNIQUES FOR INSTRUCTIONAL TELEVISION.
BY- COBIN, MARTIN T. MCINTYRE, CHARLES J.
ILLINOIS UNIV., URBANA
REPORT NUMBER NDEA-VIIA-448 PUB DATE SEP 61
GRANT OEG-711085
EDRS PRICE MF-$0.18 HC-$5.00 125P.

DESCRIPTORS- *CLOSED CIRCUIT TELEVISION, *INSTRUCTIONAL TELEVISION, *PRODUCTION TECHNIQUES, *RESEARCH TOOLS, *VISUAL PERCEPTION, ILLINOIS, RESEARCH METHODOLOGY, TELEVISION RESEARCH, URBANA,

A METHODOLOGICAL STUDY WAS CONDUCTED WHICH HAD AS ITS PRINCIPAL OBJECTIVES--(1) DEVELOPMENT OF A RELATIVELY SIMPLE, EFFECTIVE, AND ECONOMICAL WAY TO EVALUATE SPECIFIC (TELEVISION) VISUAL TECHNIQUES, AND (2) TEST THE METHOD IN A VARIETY OF SITUATIONS. A TWO-CAMERA CLOSED-CIRCUIT TELEVISION SYSTEM WAS MODIFIED SO THAT THE OUTPUT OF THE TWO CAMERAS COULD BE FED TO ALL OF THE RECEIVERS ON THE CIRCUIT, OR AT THE WILL OF THE EXPERIMENTERS, BE DIVIDED SO THAT THE OUTPUT OF ONE CAMERA WENT TO ONE GROUP WHILE THE OUTPUT OF THE OTHER CAMERA WENT TO ANOTHER GROUP OF RECEIVERS. THE TELEVISION PRESENTATIONS WERE INTEGRATED WITH ONGOING CURRICULAR INSTRUCTION IN A COURSE INVOLVING 12 LESSONS IN EACH OF 2 SEMESTERS. THERE WERE APPROXIMATELY 300 STUDENTS INCLUDED IN A SERIES OF 26 EXPERIMENTS. SIGNIFICANT DIFFERENCES WERE DISCERNED WHICH HAVE IMPLICATIONS FOR TELEVISION PRODUCTION AND FOR FURTHER RESEARCH. THE METHOD DEVELOPED APPEARED USEFUL AS A RESEARCH TOOL FOR THE INVESTIGATION OF SELECTED VARIABLES WITHIN ITS RANGE OF SENSITIVITY. (JC)

ED 003 570 56

A COMPARATIVE STUDY OF THREE TECHNIQUES OF STUDENT FEEDBACK IN TELEVISION TEACHING--THE EFFECTIVENESS OF AN ELECTRICAL SIGNAL FEEDBACK SYSTEM.
BY- WOLGAMUTH, DALE
AMERICAN UNIV., WASHINGTON, D.C.
REPORT NUMBER NDEA-VIIA-453 PUB DATE 61
GRANT OEG-749096
EDRS PRICE MF-$0.18 HC-$2.56 64P.

DESCRIPTORS- *ATTITUDES, *CLOSED CIRCUIT TELEVISION, *FEEDBACK, *INSTRUCTIONAL TELEVISION, *TELEVISED INSTRUCTION, COLLEGE STUDENTS, DISTRICT OF COLUMBIA, LEARNING PROCESSES, QUESTIONNAIRES, RETENTION,

AN INVESTIGATION WAS MADE OF THE RELATIVE EFFECTIVENESS OF THREE FEEDBACK TECHNIQUES IN TELEVISION TEACHING--"MICROPHONE FEEDBACK," "VICARIOUS FEEDBACK," AND "ELECTRICAL SIGNAL FEEDBACK." THE TECHNIQUES WERE STUDIED IN TERMS OF THEIR RELATIVE EFFECTS ON LEARNING, RETENTION, AND ATTITUDE TOWARD TELEVISED INSTRUCTION. EIGHTY SUBJECTS WERE SELECTED AT RANDOM FROM AMONG THE TOTAL, UNDERGRADUATE ENROLLMENT OF AMERICAN UNIVERSITY. TWENTY SUBJECTS WERE ASSIGNED TO EACH OF FOUR GROUPS--(1) A CONTROL GROUP WHICH WAS GIVEN NO OPPORTUNITY FOR FEEDBACK, (2) A "VICARIOUS FEEDBACK" GROUP WHICH HAD NO DIRECT MEANS OF COMMUNICATING WITH THE TEACHER BUT WAS THEORETICALLY REPRESENTED BY A STUDIO CLASS, (3) A "MICROPHONE FEEDBACK" GROUP WHICH COULD DIRECT QUESTIONS TO THE TEACHER, AND (4) AN "ELECTRICAL SIGNAL FEEDBACK" GROUP WHICH USED A DEVICE THAT PROVIDED LIMITED, IMMEDIATE, DIRECT COMMUNICATION WITH THE TEACHER. THE SUBJECTS WERE ADMINISTERED TESTS AND GIVEN AN ATTITUDE QUESTIONNAIRE BEFORE AND AFTER EXPOSURE TO FIVE TELEVISION LECTURES OF ABOUT 50 MINUTES. ANALYSIS REVEALED THAT TEACHER FEEDBACK HAD NO SIGNIFICANT EFFECT ON LEARNING AND THAT STUDENT ATTITUDE TOWARD TELEVISION INSTRUCTION WAS NOT AFFECTED BY TEACHER FEEDBACK. (JC)

ED 003 571 56

TELEVISED INSTRUCTION IN UNIVERSITY RESIDENCE HALLS WITH TRAINED UNDERGRADUATES AS DISCUSSION LEADERS.
BY- JAMES, ROBERT W. AND OTHERS
ILLINOIS UNIV., URBANA
REPORT NUMBER NDEA-VIIA-457 PUB DATE AUG 64
GRANT OEG-7-23-1020-107
EDRS PRICE MF-$0.27 HC-$6.76 169P.

DESCRIPTORS- *COLLEGES, *DISCUSSION GROUPS, *INSTRUCTIONAL TELEVISION, *SOCIAL SCIENCES, *TELEVISED INSTRUCTION, ILLINOIS, PROGRAM EVALUATION, STUDENT PARTICIPATION, URBANA,

THE PURPOSE OF THE STUDY WAS AN EXAMINATION OF THE INTERACTION OF THREE INNOVATIONS IN HIGHER EDUCATION--(1) TELEVISED INSTRUCTION, (2) INCREASED STUDENT PARTICIPATION IN THE LEARNING-TEACHING PROCESS, AND (3) INCREASED ATTENTION TO THE EDUCATIONAL ENVIRONMENT OF RESIDENCE HALLS. DURING EACH SEMESTER OF A 3-YEAR PERIOD, THE LECTURE-DEMONSTRATION PART OF A LOWER-DIVISION, GENERAL SOCIAL SCIENCE COURSE WAS TELEVISED ON AN OPEN CIRCUIT. STUDENTS WERE ENCOURAGED TO ATTEND THE TELECASTS EITHER IN CLASSROOMS OR IN RESIDENCES. NINE OF THE LECTURES WERE FOLLOWED BY STUDENT DISCUSSION LED BY UNDERGRADUATES WHO HAD PREVIOUSLY PARTICIPATED IN A TRAINING PROGRAM. DATA WERE COLLECTED ON STUDENT APTITUDE, ACHIEVEMENT, OPINION ON RELEVANT QUESTIONS, ATTENDANCE, AND A VARIETY OF OTHER PERTINENT FACTORS. WHEN GIVEN THE OPPORTUNITY TO VIEW INSTRUCTIONAL TELEVISION PROGRAMS IN THEIR RESIDENCES, A LARGE PROPORTION WILL DO SO. THE PLACE OF VIEWING SEEMS TO HAVE NO PRACTICAL EFFECT UPON STUDENT ACHIEVEMENT. THERE APPEARED TO BE NO MEASURABLE DIFFERENCE IN ACADEMIC MOTIVATION BETWEEN THOSE WHO VIEW IN CLASSROOMS AND THOSE WHO VIEW IN RESIDENCES. THE OPINION OF LEADERS THEMSELVES AS GATHERED BY QUESTIONNAIRE, INTERVIEW, AND OBSERVATION INDICATED THAT THEIR PARTICIPATION AND TRAINING CONTRIBUTED TO THEIR KNOWLEDGE OF AN INTEREST IN THE COURSE, TO THEIR ABILITY AS STUDENT LEADERS AND TO THEIR UNDERSTANDING OF THE ROLE OF THE TEACHER. (HB)

ED 003 572 56

MEASUREMENT AND ANALYSIS OF PHYSIOLOGICAL RESPONSE TO FILM.
BY- CASE, HARRY W. LEVONIAN, EDWARD
CALIFORNIA UNIV., LOS ANGELES
REPORT NUMBER NDEA-VIIA-458 PUB DATE DEC 62
REPORT NUMBER 62-66
GRANT OEG-704094
EDRS PRICE MF-$0.18 HC-$3.00 75P.

DESCRIPTORS- *FILMS, *MEASUREMENT TECHNIQUES, *PHYSIOLOGY, CALIFORNIA, GALVANIC SKIN RESPONSE, LOS ANGELES,

THE PRIMARY OBJECTIVE OF THIS STUDY WAS THE DEVELOPMENT OF A SYSTEM WHICH WOULD ALLOW THE MEASUREMENT AND ANALYSIS OF PHYSIOLOGICAL RESPONSE OF STUDENTS VIEWING FILM MATERIAL UNDER CONVENTIONAL CLASSROOM CONDITIONS. THE GALVANIC SKIN RESPONSE (GSR) WAS MEASURED BY SENSORS AND USED AS AN INDICATOR OF STUDENT INTERACTION WITH THE FILM MATERIAL. IN THE TRIAL STUDY THE DIRECT RELATIONSHIP BETWEEN GSR AND TRAFFIC ACCIDENT INVOLVEMENT WAS INVESTIGATED. THE ADEQUACY OF THE SYSTEM WAS JUDGED SUFFICIENT BY THE INVESTIGATORS. (PM)

ED 003 573 56

THE COMPARATIVE EFFECTIVENESS OF SOUND MOTION PICTURES AND PRINTED COMMUNICATIONS FOR THE MOTIVATION OF HIGH SCHOOL STUDENTS IN MATHEMATICS.
BY- TIEMENS, ROBERT K.
IOWA UNIV., IOWA CITY
REPORT NUMBER NDEA-VIIA-459 PUB DATE 62
GRANT OEG-7-13-086
EDRS PRICE MF-$0.18 HC-$3.08 77P.

DESCRIPTORS- *FILMS, *HIGH SCHOOL STUDENTS, *MATHEMATICS, *STUDENT ATTITUDES, *STUDENT MOTIVATION, ALGEBRA, IOWA, IOWA CITY, TEXTBOOKS,

IN AN EFFORT TO PROVIDE A BETTER UNDERSTANDING OF MOTIVATION AND TO INVESTIGATE SOME POSSIBLE MEANS FOR INCREASING THE MOTIVATION OF STUDENTS, MOTION PICTURES AND PRINTED COMMUNICATIONS WHICH ILLUSTRATED PRACTICAL APPLICATIONS OF MATHEMATICAL CONCEPTS WERE TESTED. SUBJECTS FOR THE STUDY WERE DRAWN FROM FIRST-YEAR ALGEBRA CLASSES FROM 17 HIGH SCHOOLS. THE FOLLOWING HYPOTHESES WERE TESTED--(1) SHOWING A HIGH SCHOOL STUDENT THAT A KNOWLEDGE OF MATHEMATICAL CONCEPTS IS POSITIVELY RELATED TO HIS VOCATIONAL GOALS WILL MOTIVATE HIM IN SUCH A WAY THAT HE WILL HAVE A MORE FAVORABLE ATTITUDE TOWARD THE SUBJECT, SHOW A GREATER INTEREST IN LEARNING, AND ACQUIRE A GREATER KNOWLEDGE OF MATHEMATICS, AND (2) SOUND MOTION PICTURE FILMS WHICH ILLUSTRATE PRACTICAL APPLICATIONS OF MATHEMATICS ARE MORE EFFECTIVE THAN COMPARABLE PRINTED COMMUNICATIONS FOR MOTIVATING SUBJECTS. THE AUTHOR CONCLUDES THAT HIS EXPERIMENTAL HYPOTHESES WERE SUPPORTED BY THE DATA. FURTHER RESEARCH OF THE PROBLEM IS RECOMMENDED. (JC)

ED 003 574 56

A COMPARATIVE STUDY ON THE EFFECTIVENESS OF THE FILMSTRIP, SOUND FILMSTRIP, AND FILMOGRAPH FOR TEACHING FACTS AND CONCEPTS.
BY- MCBEATH, RONALD J. FINN, JAMES D.
UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES
REPORT NUMBER NDEA-VIIA-462 PUB DATE 15 FEB 61
GRANT OEG-7-04-102-00
EDRS PRICE MF-$0.09 HC-$1.20 30P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *FILMS, *FILMSTRIPS, *INSTRUCTIONAL FILMS, *LEARNING PROCESSES, CALIFORNIA, GRADE 6, LOS ANGELES, RETENTION, SOUND FILMS,

THIS STUDY COMPARED THE RELATIVE EFFECTIVENESS IN FACTUAL LEARNING OF (1) A CAPTIONED FILMSTRIP, (2) A CAPTIONED FILMSTRIP WITH NARRATION, (3) A SOUND FILMSTRIP, AND (4) A FILMOGRAPH. (THE FILMOGRAPH WAS MADE BY PHOTOGRAPHING STILL PICTURES ON MOTION PICTURE FILM.) THE STUDY TESTED THE HYPOTHESIS THAT THE FILMOGRAPHY COULD TEACH MORE EFFECTIVELY. FOUR MATCHED GROUPS OF ABOUT THE SAME SIZE WERE FORMED FROM A POPULATION OF 558 SIXTH-GRADE STUDENTS. AFTER THE MATERIALS HAD BEEN PRODUCED AND TESTS MADE, A PILOT STUDY WAS CONDUCTED SO THAT ANY NECESSARY REFINEMENTS ON THE TESTS AND PROCEDURES COULD BE MADE. THE EXPERIMENT WAS ADMINISTERED SO THAT THE STUDENTS IN EACH CLASS HAD A PRETEST, SAW THE PRESENTATION, AND THEN HAD A POST-TEST, ALL WITHIN AN HOUR. A RETENTION-TEST WAS ADMINISTERED AFTER A 3-WEEK PERIOD. IT WAS FOUND THAT NO ONE METHOD WAS SIGNIFICANTLY SUPERIOR. OTHER FINDINGS WERE--(1) BOYS DID SIGNIFICANTLY BETTER THAN GIRLS ON THE MEAN GAIN BETWEEN PRETEST AND POST-TEST AS WELL AS ON THE RETENTION-TEST, AND (2) STUDENTS WITH HIGHER INTELLIGENCE DID SIGNIFICANTLY BETTER THAN THOSE WITH LOWER INTELLIGENCE. (JC)

ED 003 575 56

TAPE RECORDED LECTURES IN THE COLLEGE CLASSROOM II - AN EXPERIMENTAL APPRAISAL.
BY- POPHAM, W. JAMES
SAN FRANCISCO STATE COLL., CALIF.
REPORT NUMBER NDEA-VIIA-470 PUB DATE AUG 61
EDRS PRICE MF-$0.09 HC-$0.72 18P.

DESCRIPTORS- *COLLEGE INSTRUCTION, *EXPERIMENTAL TEACHING, *TAPE RECORDINGS, *TEACHER EDUCATION, *TEACHING TECHNIQUES, CALIFORNIA, SAN FRANCISCO,

ONE OF A SERIES OF PILOT STUDIES REPORTED ON THE EFFECTIVENESS OF TAPE-RECORDED LECTURES AT THE COLLEGE LEVEL. STUDENTS ENROLLED IN A REQUIRED COURSE FOR SECONDARY TEACHING WERE TESTED AND GROUPED INTO 18 MATCHED PAIRS. ASSIGNMENTS WERE MADE TO THE TAPED LECTURE (EXPERIMENTAL) AND THE CONVENTIONALLY TAUGHT (CONTROL) GROUPS, 24 AND 12 SUBJECTS RESPECTIVELY. DATA WERE STUDENT REACTIONS, POST-TESTS, AND TEACHER RATINGS. NO SIGNIFICANT DIFFERENCES BETWEEN THE GROUPS WERE FOUND. HOWEVER, CONCLUSIONS WERE DRAWN THAT THE INSTRUCTIONAL METHOD OF TAPED LECTURES SERVED AS AN EFFECTIVE TEACHING TECHNIQUE. (RS)

ED 003 576 56

THE ROLE OF SPONSORED MOTION PICTURES IN THE HIGH SCHOOL.
BY- WILLIAMS, DELOSS E. FINN, JAMES D.
UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES
REPORT NUMBER NDEA-VIIA-471 PUB DATE AUG 61
GRANT OEG-7-04-104-00
EDRS PRICE MF-$0.09 HC-$1.64 41P.

DESCRIPTORS- *FILMS, *INSTRUCTIONAL FILMS, *STANDARDS, *SURVEYS, CALIFORNIA, HIGH SCHOOL STUDENTS, INTERVIEWS, LOS ANGELES, QUESTIONNAIRES, SHERMAN FILM EVALUATION PROFILE,

IN ORDER TO DEVELOP ACCEPTABLE STANDARDS FOR USING SPONSORED FILMS, A SURVEY CONCERNING PRACTICES IN THE SELECTION AND USE OF THE FILMS IN HIGH SCHOOLS WAS MADE. FOLLOWING A GENERAL QUESTIONNAIRE SURVEY OF SCHOOLS (GRADES 9 THROUGH 12) IN SOUTHERN CALIFORNIA TEACHERS WERE INTERVIEWED. FILMS COVERING SIMILAR MATERIAL BUT HAVING DIFFERENT TITLES AND EXTREME DIFFERENCES IN USAGE WERE PAIRED AND WERE COMPARED IN TWO DIFFERENT GEOGRAPHICAL AREAS, MAKING USE OF THE "SHERMAN FILM EVALUATION PROFILE." THE CONCLUSION REACHED WAS THAT THE MAJOR ROLE OF THE SPONSORED FILM IN HIGH SCHOOLS IS TO PROVIDE UP-TO-DATE MATERIALS ABOUT CURRENT BUSINESS, INDUSTRY, AND SOCIETY. (JC)

ED 003 577   56

TAPE RECORDED LECTURES IN THE COLLEGE CLASSROOM--AN EXPERIMENTAL APPRAISAL.
BY- POPHAM, W. JAMES
KANSAS STATE COLL. OF PITTSBURG
REPORT NUMBER NDEA-VIIA-474   PUB DATE   AUG 60
EDRS PRICE   MF-$0.09   HC-$0.72   18P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *EXPERIMENTAL PROGRAMS, *GRADUATE STUDY, *PROGRAM EVALUATION, *TAPE RECORDINGS, COMPARATIVE ANALYSIS, INSTRUCTIONAL INNOVATION, KANSAS, PITTSBURG,

AN EXPERIMENT WAS CONDUCTED TO TEST THE HYPOTHESIS THAT A GRADUATE-LEVEL COURSE COULD BE TAUGHT EFFECTIVELY WITH A SERIES OF TAPE RECORDED LECTURES. A RESEARCH METHODS CLASS WAS DIVIDED INTO TWO SECTIONS WHICH WERE EQUATED ON THE BASIS OF SCHOLASTIC APTITUDE AS WELL AS SCORES ON TWO DIFFERENT TYPES OF ACHIEVEMENT PRETESTS. THE CONTROL SECTION WAS TAUGHT BY A STANDARD LECTURE-DISCUSSION APPROACH, WHILE THE EXPERIMENTAL SECTION WAS TAUGHT PRIMARILY BY A SERIES OF 34 HALF-HOUR TAPED LECTURES. FOR THE TAPE-TAUGHT GROUP, A BRIEF DISCUSSION PERIOD WAS AVAILABLE IN WHICH THE INSTRUCTOR ANSWERED QUESTIONS REGARDING THE TAPED LECTURES. ON THE BASIS OF GROUP PERFORMANCES ON SEVERAL CRITERIA, NO STATISTICALLY SIGNIFICANT DIFFERENCES BETWEEN THE TAPE-TAUGHT AND CONVENTIONALLY-TAUGHT STUDENTS WERE FOUND. IT WAS CONCLUDED THAT TAPED LECTURES, AS EMPLOYED IN THE EXPERIMENT, CAN SERVE AS AN EFFECTIVE TEACHING DEVICE. (HB)

ED 003 578   56

THE VIEWING OF ONESELF PERFORMING SELECTED MOTOR SKILLS IN MOTION PICTURES AND ITS EFFECT UPON THE EXPRESSED CONCEPT OF SELF IN MOVEMENT.
BY- SMITH, HOPE M.   CLIFTON, MARGUERITE A.
CALIFORNIA UNIV., LOS ANGELES
REPORT NUMBER NDEA-VIIA-486   PUB DATE   AUG 61
GRANT   OEG-704105
EDRS PRICE   MF-$0.09   HC-$0.92   23P.

DESCRIPTORS- *COLLEGE STUDENTS, *FILMS, *PERFORMANCE, *PSYCHOMOTOR SKILLS, CALIFORNIA, LOS ANGELES, PERCEPTION TESTS, SEX DIFFERENCES,

A STUDY WAS CONDUCTED TO DETERMINE IF ONE'S EXPRESSED CONCEPT OF HIS PERFORMANCE OF CERTAIN SELECTED MOTOR SKILLS IS CHANGED THROUGH THE PROCESS OF VIEWING MOTION PICTURES OF HIMSELF PERFORMING THESE SAME SKILLS. SIXTY-FIVE COLLEGE STUDENTS, 17 TO 21 YEARS OF AGE, PARTICIPATED. EACH SUBJECT PERFORMED FIVE MOTOR SKILLS IN SEQUENCE (1) WALKED 30 FEET AND RETURNED, (2) RAN 30 FEET AS FAST AS POSSIBLE AND RETURNED, (3) CAUGHT 5 VOLLEYBALLS THROWN UNDERHAND FROM A DISTANCE OF 15 FEET, (4) THREW 5 BEANBAGS OVERHAND TO A TARGET ON THE WALL 30 FEET DISTANT, AND (5) COMPLETED 3 STANDING BROAD JUMPS. ONLY THE EXPERIMENTAL SUBJECTS WERE FILMED. AFTER FILMING EACH SUBJECT WAS GIVEN A PERCEPTION CHECKLIST TO CLARIFY HOW THE SUBJECT PERCEIVED HIS MOVEMENTS. RESPONSES FROM THE CHECKLIST WERE TALLIED TO DETERMINE THE NUMBER OF POSITIVE AND NEGATIVE RESPONSES. FILMS WERE DEVELOPED AND EACH SUBJECT WAS SHOWN HIS PERFORMANCE IN RELATION TO 3 OTHER SUBJECTS. AFTER 4 WEEKS THE SUBJECTS WERE MEASURED AGAIN. RESULTS INDICATED THAT (1) SUBJECTS HELD CONCEPTS OF THEMSELVES WHICH WERE SPECIFIC TO THE PARTICULAR SKILL BEING PERFORMED, (2) MALES RELY MORE ON THE CUES RECEIVED FROM BODY SENSATION THAN THEY DO ON CUES FROM VISION, AND (3) FEMALES RELY MORE ON VISUAL CUES THAN ON BODY SENSATION. (HB)

ED 003 579   56

PROGRAMED MATERIALS IN MATHEMATICS FOR SUPERIOR STUDENTS IN RURAL SCHOOLS.
BY- SMITH, WENDELL I.   MOORE, J. WILLIAM
BUCKNELL UNIV., LEWISBURG, PA.
REPORT NUMBER NDEA-VIIA-489   PUB DATE   62
GRANT   OEG-736101
EDRS PRICE   MF-$0.18   HC-$3.40   85P.

DESCRIPTORS- *MATHEMATICS INSTRUCTION, *PROGRAMED INSTRUCTION, *PROGRAMED TEXTS, *RURAL SCHOOLS, *SUPERIOR STUDENTS, AUTOINSTRUCTIONAL PROGRAMS, LEWISBURG, PENNSYLVANIA, TEACHING MACHINES,

A STUDY WAS CONDUCTED ON THE ACHIEVEMENTS OF SUPERIOR STUDENTS USING PROGRAMED INSTRUCTION AND SEMINARS TO STUDY MODERN MATHEMATICS. TWO EXPERIMENTS WERE CONDUCTED TO TEST THE HYPOTHESES THAT (1) SUPERIOR STUDENTS USING PROGRAMED INSTRUCTION WILL ACHIEVE HIGHER SCORES THAN THOSE USING CONVENTIONAL MATERIALS, (2) STUDENTS USING PROGRAMED INSTRUCTION BY MACHINE WILL NOT DIFFER FROM THOSE USING A PROGRAMED TEXTBOOK, AND (3) STUDENTS WILL NOT SHOW A PREFERENCE BETWEEN THE TWO MODES OF PROGRAMED INSTRUCTION. FOUR GROUPS WERE ESTABLISHED FOR THE BASIC EXPERIMENT. THE SAMPLE CONSISTED OF 100 HIGH SCHOOL STUDENTS WHO WERE RANDOMLY ASSIGNED TO THE MACHINE, PROGRAMED TEXTBOOK, CONVENTIONAL TEXTBOOK, OR CONTROL GROUPS. THE RESULTS INDICATED THAT SELF-INSTRUCTIONAL MATERIALS IN MATHEMATICS CAN BE USED PROFITABLY BY SUPERIOR STUDENTS WITH OR WITHOUT A TEACHER. (RS)

ED 003 580   56

FINAL RESEARCH REPORT ON THE EFFECTIVENESS OF TELEVISION IN TEACHING GUIDANCE AT THE SIXTH GRADE LEVEL.
BY- LEMKE, OLGA
PORTLAND SCHOOL DEPT, MAINE
REPORT NUMBER NDEA-VIIA-491   PUB DATE   61
GRANT   OEG-7-17-097
EDRS PRICE   MF-$0.09   HC-$1.76   44P.

DESCRIPTORS- *GUIDANCE, *STUDENT ADJUSTMENT, *TELEVISED INSTRUCTION, COMPARATIVE ANALYSIS, GRADE 6, LEARNING EXPERIENCE, MAINE, PORTLAND,

EXPERIMENTAL TREATMENTS WERE USED WITH 20 SIXTH-GRADE CLASSES, RANDOMLY ASSIGNED TO ONE OF THE FOLLOWING--(1) A COURSE OF STUDY IN A SERIES OF 21 LESSONS, 20 MINUTES IN LENGTH, ON GUIDANCE WHICH WAS PRESENTED THROUGH THE MEDIUM OF TELEVISION TO THE "TV GROUP," AND (2) THE SAME COURSE OF STUDY, PRESENTED TO THE "TEACHER-LED GROUP" IN THE CLASSROOM BY THE REGULARLY ASSIGNED TEACHER. IN THE THIRD GROUP (CONTROL GROUP), THE ONLY INSTRUCTION IN GUIDANCE GIVEN WAS THAT WHICH WAS INCIDENTAL TO OTHER ASPECTS OF THE CURRICULUM. BOTH EXPERIMENTAL GROUPS EXCEEDED THE CONTROL GROUP ON INFORMATION AND PERSONAL ADJUSTMENT AT THE FIVE PERCENT LEVEL. THE TELEVISION INSTRUCTION WAS SUPERIOR TO THE LIVE TEACHER INSTRUCTION ON BOTH MEASURES. (LP)

ED 003 581 56

A RESEARCH PROJECT FOR THE DEVELOPMENT OF A MEASURE TO ASSESS ATTITUDES REGARDING THE USES OF NEWER EDUCATIONAL MEDIA.
BY- RAMSEY, CURTIS PAUL
GEORGE PEABODY COLL. FOR TEACHERS, NASHVILLE,TENN.
REPORT NUMBER NDEA-VIIA-492 PUB DATE DEC 61
GRANT OEG-740095
EDRS PRICE MF-$0.09 HC-$1.56 39P.

DESCRIPTORS- *ATTITUDE TESTS, *MEASUREMENT INSTRUMENTS, *MEASUREMENT TECHNIQUES, *TEACHER ATTITUDES, AUDIOVISUAL AIDS, CHANGING ATTITUDES, INSTRUCTIONAL INNOVATION, MEASUREMENT GOALS, MEDIA RESEARCH, NASHVILLE, NATIONAL EDUCATION ASSOCIATION, TENNESSEE,

THE STUDY COMPARED THE ATTITUDES OF AUDIOVISUAL PERSONNEL WITH THE ATTITUDES OF INSTRUCTIONAL PERSONNEL TOWARD THE NEWER EDUCATIONAL MEDIA. THE HYPOTHESIS OF NO DIFFERENCE WAS REJECTED AT THE ONE PERCENT LEVEL. THE INVESTIGATOR SUGGESTS THE NEED FOR PROCEDURES TO BRING ABOUT MODIFICATION OF ATTITUDE TOWARD THE NEWER EDUCATIONAL MEDIA.

ED 003 582 56

A COMPARISON OF THE SHORT-TERM EFFECTS OF CERTAIN TYPES OF TELEVISION PROGRAM MATERIALS.
BY- SARGENT, LESLIE W.
PACIFIC UNION COLL., ANGWIN, CALIF.
REPORT NUMBER NDEA-VIIA-515 PUB DATE 60
GRANT OEG-704084
EDRS PRICE MF-$0.09 HC-$0.92 23P.

DESCRIPTORS- *TELEVISED INSTRUCTION, *TELEVISION VIEWING, ANGWIN, CALIFORNIA, EDUCATIONAL TELEVISION, GRADE 10, GRADE 8, INSTRUCTIONAL MATERIALS,

THE STUDY TESTED THE FOLLOWING HYPOTHESES--(1) IN THE PERIOD IMMEDIATELY FOLLOWING EXPOSURE TO A SUBSTANTIAL AMOUNT OF TELEVISED MATERIAL, STUDENTS EXPERIENCE A REDUCED CAPACITY FOR CONSTRUCTIVE MENTAL WORK, (2) HIGH SUSPENSE MATERIALS PRODUCE A MORE MARKED SHORT-TERM EFFECT ON MENTAL ACTIVITY THAN DO STANDARD EDUCATIONAL FILM MATERIALS, AND (3) OBSERVED CHANGES ARE CONSISTENT FROM ONE AGE GROUP TO ANOTHER. SUBJECTS FOR THE STUDY (230) WERE DRAWN FROM 8TH AND 10TH GRADES FROM FOUR CALIFORNIA COMMUNITIES. THE EFFECT OF TV MATERIAL IN REDUCING CAPACITY FOR CONSTRUCTIVE MENTAL WORK APPEARS SMALLER THAN THE AMOUNT OF VARIATION FROM TEACHER TO TEACHER IN A CONVENTIONAL SCHOOL SYSTEM. THERE SEEMS TO BE NO EVIDENCE TO SUPPORT THE IDEA OF DIFFERENCE IN SHORT-TERM EFFECT BETWEEN HIGH-SUSPENSE AND EDUCATIONAL FILM MATERIAL. (JK)

ED 003 583 56

DETERMINANTS OF AUDIENCE FORMATION AND REACTION TO EARLY-MORNING TV COLLEGE CREDIT COURSES.
BY- HOBAN, CHARLES F. HAYDEN, ROBERT G.
PENNSYLVANIA UNIV., PHILADELPHIA,INST.FOR COOP.RES
REPORT NUMBER NDEA-VIIA-523 PUB DATE 63
GRANT OEG-7-48-1100-113
EDRS PRICE MF-$0.18 HC-$4.20 105P.

DESCRIPTORS- *ATTITUDES, *EDUCATIONAL TELEVISION, *SOCIOECONOMIC BACKGROUND, *TELECOURSES, *TELEVISED INSTRUCTION, OPEN CIRCUIT TELEVISION, PENNSYLVANIA, PHILDELPHIA,

A STUDY WAS MADE OF THE DETERMINANTS OF AUDIENCE COMPOSITION AND AUDIENCE REACTION TO AN EDUCATIONAL TELEVISION PROGRAM BROADCAST BY A PHILADELPHIA STATION IN COOPERATION WITH THE UNIVERSITY OF PENNSLYVANIA. CHARACTERISTICS OF THE AUDIENCE INCLUDED SOCIOECONOMIC STATUS, PARTICIPATION IN CULTURAL ACTIVITIES, PATTERNS OF ATTENDANCE, INFORMATION SOURCES AND CRITERIA OF DECISION, GENERAL OBJECTIVES FOR ENROLLING OR VIEWING, SATISFACTIONS DERIVED, ATTITUDES TOWARD THE COURSES AND THE PROFESSORS TEACHING THEM, AND TOWARD THE MEDIUM OF TELEVISION AS AN INSTRUCTIONAL DEVICE. THE PROBLEM WAS TO IDENTIFY CHARACTERISTICS COMMON TO ALL MODES OF TELEVISION PARTICIPATION (INCLUDING NONVIEWING), AND THOSE ASSOCIATED WITH DIFFERENT MODES OF PARTICIPATION. DATA WERE ANALYZED ON ALL PEOPLE WHO ENROLLED IN COURSES, BOUGHT A SYLLABUS, ANSWERED ADS AND REQUESTED INFORMATION, OR WROTE LETTERS. THE MAJOR INSTRUMENT, WAS A DEPTH INTERVIEW WITH 187 PARTICIPANTS. THE TELEVISION AUDIENCE FOR THE SEMINAR WAS FOUND TO BE DRAWN IN HIGH PROPORTION FROM THE "MIDDLE" AND "UPPER MIDDLE" STRATA OF THE COMMUNITY. AUDIENCE CHARACTERISTICS, ACTIVITIES, PATTERNS OF ATTENDANCE, DECISION FACTORS, AND MOTIVES, SATISFACTIONS, AND REACTIONS WERE DISCUSSED. (JC)

ED 003 584 56

AN INVESTIGATION OF CONCEPT DEVELOPMENT IN ELEMENTARY SCHOOL SCIENCE TEACHING BY TELEVISION.
BY- GARRY, RALPH AND OTHERS
BOSTON UNIV., MASS.
REPORT NUMBER NDEA-VIIA-527 PUB DATE 1 DEC 63
GRANT OEG-719115-01
EDRS PRICE MF-$0.09 HC-$1.68 42P.

DESCRIPTORS- *CONCEPT FORMATION, *PROBLEM SOLVING, *SCIENCE INSTRUCTION, *TELEVISED INSTRUCTION, *TELEVISION RESEARCH, BOSTON, GRADE 5, MASSACHUSETTS, NATURAL SCIENCES, PROGRAM EVALUATION, TEACHING TECHNIQUES, TELEVISION TEACHERS,

THE OBJECTIVE OF THIS STUDY WAS TO TEST THE EFFECTS OF SPECIFIED CONDITIONS OF TELEVISION PRESENTATION AND OF CLASSROOM ACTIVITY UPON THE ACQUISITION OF MEANINGFUL

CONCEPTS AND GENERALIZATIONS OF CERTAIN NATURAL SCIENCE PHENOMENA. THE SUBJECTS CONSISTED OF 36 FIFTH-GRADE CLASSES (APPROXIMATELY 1,000 CHILDREN) SELECTED FROM 90 CLASSES WHICH HAD PARTICIPATED IN A PREVIOUS STUDY OF THE TEACHING OF NATURAL SCIENCES BY TELEVISION. TWO TYPES OF TELEVISION PROGRAMS WERE PRODUCED--INFORMATION-GIVING AND PROBLEM-SOLVING. TEACHERS FOR THE EXPERIMENTAL GROUPS HAD BEEN TRAINED IN THE USES OF THESE APPROACHES. THE TEACHERS IN A CONTROL GROUP RECEIVED NO SPECIAL TRAINING. FOLLOWING A TELEVISION SERIES OF 20 PROGRAMS EMPLOYING THE INFORMATION-GIVING APPROACH AND A SERIES (IDENTICAL SUBJECT CONTENT) ORIENTED TOWARD PROBLEM-SOLVING. TESTS WERE ADMINISTERED TO GAUGE THE EFFECTIVENESS OF ONE METHOD OVER THE OTHER. DIFFERENCES IN OUTCOMES OF THE EXPERIMENTAL AND CONTROL GROUP WERE NOT SIGNIFICANTLY DIFFERENT. THE PROBLEM-SOLVING FORMAT RESULTED IN A HIGHER DEGREE OF INTERACTION BETWEEN THE TELEVISION INSTRUCTOR AND STUDENT. OTHER OBSERVATIONS IN FAVOR OF THE PROBLEM-SOLVING PROCEDURE ARE DISCUSSED. (JC)

ED 003 585 56

PRINCIPLES OF PROGRAMING MATERIAL FOR TEACHING MACHINES AND THEIR RELATION TO TRANSFER OF TRAINING.
BY- LEVIN, GERALD R.
BROWN UNIV., PROVIDENCE, R.I.
REPORT NUMBER NDEA-VIIA-538 PUB DATE 61
GRANT OEG-7-37-088
EDRS PRICE MF-$0.09 HC$0.96 24P.

DESCRIPTORS- *AUTOINSTRUCTIONAL PROGRAMS, *GEOMETRY, *GRADE 2, *PROGRAMING, *TEACHING MACHINES, ACHIEVEMENT TESTS, AUTOINSTRUCTIONAL METHODS, PROGRAMED UNITS, PROVIDENCE, RHODE ISLAND,

THE PURPOSE WAS THE DISCOVERY AND EVALUATION OF GENERAL PROGRAMING PRINCIPLES FOR TEACHING MACHINES. THE DEVELOPMENT OF A SELF-INSTRUCTIONAL PROGRAM IN INFORMAL GEOMETRY FOR SECOND-GRADERS WAS THE FIRST STEP OF THE PROCEDURE. THE 170-ITEM PROGRAM CONSISTED OF FIVE UNITS DESIGNED (1) TO FAMILIARIZE THE CHILD WITH MACHINE OPERATION AND (2) TO TEACH SUCH CONCEPTS AS THE STRAIGHT LINE, THE ANGLE, AND THE TRIANGLE. ACHIEVEMENT TESTS WERE DEVELOPED TO ASSESS THE EFFECTS OF THE SELF-INSTRUCTIONAL PROGRAM, AND TO FACILITATE THE SELECTION AND DESCRIPTION OF RESEARCH SUBJECTS. FIFTEEN PUPILS WERE TAKEN THROUGH THE PROGRAM AND COMPARED WITH MATCHED CONTROLS WHO DID NOT GO THROUGH THE PROGRAM. A STUDY WAS CONDUCTED TO CHECK THE ASSUMPTION THAT THE KNOWLEDGE OF GEOMETRY COVERED IN THE CHILDREN'S PROGRAM VARIED LITTLE DURING THE PRIMARY GRADES. A STUDY WAS ALSO CONDUCTED TO DETERMINE THE IMPORTANCE OF PRESENTING PROGRAM ITEMS IN THE ORIGINAL AND LOGICAL ORDER IN WHICH THEY HAD BEEN DEVELOPED. MATCHED GROUPS OF 18 SUBJECTS EACH WERE TAKEN THROUGH TWO VERSIONS OF THE PROGRAM. THE CONTROL GROUP WENT THROUGH THE STUDENT PROGRAM, WHILE THE EXPERIMENTAL GROUP WENT THROUGH A VERSION OF THE PROGRAM IN WHICH THE ITEM OF ONE UNIT HAD BEEN RANDOMLY SCRAMBLED WITHIN BLOCKS OF 20 ITEMS. THE LEARNING ACHIEVEMENT OF THE EXPERIMENTAL GROUP WAS NOT SIGNIFICANTLY DIFFERENT FROM THAT OF THE CONTROL GROUP. (HB)

ED 003 586 56

AUTOMATED INSTRUCTION OF REMEDIAL ENGLISH, VOLUME 1.
BY- DOROUGH, C. DWIGHT SHAPIRO, MARTIN M.
HOUSTON UNIV., TEXAS
REPORT NUMBER NDEA-VIIA-551-VOL-1 PUB DATE 61
GRANT OEG-741098
EDRS PRICE MF-$0.36 HC-$8.16 204P.

DESCRIPTORS- *COLLEGE STUDENTS, *ENGLISH INSTRUCTION, *GRAMMAR, *PROGRAMED INSTRUCTION, *REMEDIAL COURSES, HOUSTON, PROGRAMED MATERIALS, TEACHING TECHNIQUES, TEXAS,

ENGLISH GRAMMAR WAS TAUGHT BY A PROGRAMED COURSE TO COLLEGE FRESHMEN WHO WERE DEFICIENT IN ENGLISH USAGE. SECTION ONE PRESENTED THE EMPIRICAL RESULTS, SECTION TWO, FURTHER IMPLICATIONS FOR THE TEACHING OF ENGLISH, AND SECTION THREE, THE PROGRAMED COURSE. THE EXPERIMENT COMPARED STUDENTS TAUGHT BY THE PROGRAMED COURSE (EXPERIMENTAL) AND THOSE TAUGHT BY TRADITIONAL METHODS (CONTROL). UPON COMPLETION OF THE SEMESTER, THE ENTRANCE EXAMINATION WAS READMINISTERED ALONG WITH A FINAL EXAMINATION. THE PROGRAMED INSTRUCTION COURSE WAS AS SUCCESSFUL AS, AND, IN MANY RESPECTS, MORE EFFECTIVE THAN THE TRADITIONAL LECTURE COURSE. THE PROGRAMED INSTRUCTION COURSE WAS FOUND SUPERIOR AS A METHOD OF CONDUCTING THE REMEDIAL INSTRUCTION. SECTION FOUR OF THIS PROJECT IS IN ED 003 587. (RS)

ED 003 587 56

AUTOMATED INSTRUCTION OF REMEDIAL ENGLISH, VOLUME II--RESPONSE LATENCY IN PROGRAMED LEARNING--LATENCY RELATED TO ERROR RATE.
BY- DOROUGH, C. DWIGHT AND OTHERS
HOUSTON UNIV., TEXAS
REPORT NUMBER NDEA-VIIA-551-VOL-2 PUB DATE JUN 61
GRANT OEG-741098
EDRS PRICE MF-$0.27 HC-$6.16 154P.

DESCRIPTORS- *COLLEGE STUDENTS, *ENGLISH INSTRUCTION, *GRAMMAR, *PROGRAMED INSTRUCTION, *REMEDIAL COURSES, HOUSTON, PROGRAMED MATERIALS, TEACHING MACHINES, TEXAS,

FIVE CLASSES OF RESPONSE LATENCIES WERE CONSIDERED IN THE STUDY, WHICH EVOLVED FROM CRP 551 (ED 003 586). THEY WERE (1) READING, (2) ANSWERING, (3) SCORING AND TURNING TO THE NEXT FRAME OF MATERIAL, (4) READING PLUS ANSWERING, AND (5) TOTAL FRAME TIME (READING PLUS ANSWERING PLUS SCORING PLUS TURNING). THE SUBJECTS WERE 12 MALES AND 4 FEMALES OBTAINED FROM 6 REMEDIAL ENGLISH CLASSES. IN ADDITION TO THESE SUBJECTS (WHO WORKED IN MATERIALS FROM A MODIFIED TEACHING MACHINE) THERE WERE 129 SUBJECTS WHOSE DATA WERE MADE AVAILABLE AS A RESULT OF REGULAR CLASSROOM ACTIVITY. DATA OBTAINED SUPPORT THE GENERAL VIEW THAT LONGER LATENCIES TEND TO GO WITH ERRORS. THE MEDIAN LATENCY FOR ALL CATEGORIES STUDIED TENDED TO BE GREATER FOR ERROR THAN CORRECT ANSWERS FOR A GIVEN FRAME OF MATERIAL (13 LESSONS OF 1-HOUR LENGTH WERE CONSIDERED). MEDIAN READ-PLUS-ANSWER-LATENCIES OF SMALL GROUPS OF SUBJECTS WERE FOUND TO BE RELATED TO CLASSROOM ERROR RATE OF A LARGE GROUP. (HB)

ED 003 588 56

EFFECTIVENESS OF INSTRUCTIONAL TAPES FOR CHANGING REGIONAL SPEECH PATTERNS.
BY- GOLDEN, RUTH I.
DETROIT PUBLIC SCHOOLS
REPORT NUMBER NDEA-VIIA-559 PUB DATE 62

GRANT OEG-720099
EDRS PRICE MF-$0.27 HC-$7.64 191P.

DESCRIPTORS- *LANGUAGE LABORATORIES, *PATTERN DRILLS (LANGUAGE), *SPEECH IMPROVEMENT, *TAPE RECORDINGS, AUDIOVISUAL INSTRUCTION, DETROIT, DISADVANTAGED YOUTH, GRADE 10, HIGH SCHOOL STUDENTS, INSTRUCTIONAL MATERIALS, MICHIGAN, SOCIOECONOMIC INFLUENCES, TEACHING TECHNIQUES,

AN AUDIOLINGUAL LABORATORY TECHNIQUE FOR IMPROVING RURAL SPEECH PATTERNS OF DISADVANTAGED STUDENTS WAS EVALUATED. THE SAMPLES CONSISTED OF 72 HIGH SCHOOL STUDENTS WHO WERE DIVIDED EQUALLY AMONG EXPERIMENTAL AND CONTROL GROUPS. A SERIES OF LESSONS ON ENGLISH USAGE FOR LISTENING AND REPETITION WERE ADMINISTERED TO THE EXPERIMENTAL GROUP. THESE LESSONS WERE RECORDED ON TAPE AND TRANSMITTED BY EARPHONES TO THE 10TH-GRADERS IN THE GROUP. PRE- AND POST-TESTS AND AN ATTITUDE SURVEY WERE ADMINISTERED. TAPE TEACHING WAS SUCCESSFUL IN HELPING STUDENTS TO IMPROVE THEIR SPEECH PATTERNS. FURTHER STUDIES WERE SUGGESTED TO DETERMINE THE RELATIONSHIP BETWEEN SPEECH INADEQUACIES AND POOR ACHIEVEMENT IN OTHER FIELDS. (RS)

ED 003 589 56
THE EFFECT OF PROBLEM-SETTING QUESTIONS ON RATE AND AMOUNT OF LEARNING IN PROGRAMING TEACHING MACHINES.
BY- HERRICK, MERLYN C.
INDIANA UNIV., BLOOMINGTON, DIV. OF EDUC. MEDIA
REPORT NUMBER NDEA-VIIA-674 PUB DATE MAY 62
GRANT OEG-712130
EDRS PRICE MF-$0.09 HC-$2.12 53P.

DESCRIPTORS- *GRADE 8, *PROBLEM SETS, *TEACHING MACHINES, BLOOMINGTON, INDIANA, PROBLEM SOLVING, PROGRAMED TEXTS, PROGRAMING, PROGRAMING PROBLEMS,

THIS STUDY WAS AN EXPERIMENTAL COMPARISON OF TWO METHODS OF PROGRAMING TEACHING MACHINES. THE BASIC RESEARCH HYPOTHESIS WAS THAT SUBJECTS WHO USED TEACHING MACHINE PROGRAMS WITH EXPOSITORY PRESENTATIONS INTRODUCED BY PROBLEM-SETTING QUESTIONS WOULD LEARN AND RETAIN MORE INFORMATION AND WOULD LEARN MORE RAPIDLY THAN SUBJECTS WHO USED TEACHING MACHINE PROGRAMS WITH EXPOSITORY PRESENTATIONS ONLY. SUBJECTS WERE 96 EIGHTH-GRADE STUDENTS. IT WAS FOUND GENERALLY THAT THE USE OF PROBLEM-SETTING QUESTIONS TO INTRODUCE THE EXPOSITORY PRESENTATIONS IN TEACHING MACHINE PROGRAMS NEITHER INCREASES OR DECREASES THE RATE OF LEARNING OR THE AMOUNT OF INFORMATION LEARNED AND RETAINED. (LP)

ED 003 590 56
PROGRAMING A TEACHING MACHINE COURSE IN THINKING AND PROBLEM SOLVING.
BY- DAY, WILLARD F.
NEVADA UNIV., RENO
REPORT NUMBER NDEA-VIIA-676 PUB DATE 23 JAN 64
GRANT OEG-726119
EDRS PRICE MF-$0.18 HC-$3.56 89P.

DESCRIPTORS- *COLLEGE STUDENTS, *INSERVICE TEACHER EDUCATION, *PROBLEM SOLVING, *PROGRAMED MATERIALS, *THOUGHT PROCESSES, NEVADA, PSYCHOLOGY, RENO, SKINNER, TEACHING GUIDES, TEACHING MACHINES,

SKINNER'S VIEWS ON THE NATURE OF THINKING WERE DESCRIBED IN NONTECHNICAL LANGUAGE. THIS LAYMAN'S INTRODUCTION TO SKINNER'S POSITION ON THE NATURE OF THINKING WAS INTENDED FOR USE BY PSYCHOLOGY STUDENTS AND PRACTICING SCHOOL TEACHERS IN THE DEVELOPMENT OF A MACHINE PROGRAM TO TEACH COLLEGE STUDENTS THE BEHAVIORS INVOLVED IN THINKING AND PROBLEM-SOLVING. A TEACHING MACHINE COURSE WAS NOT DEVELOPED. TECHNICAL NOTES WERE PROVIDED WHICH PRESENTED--(1) RATIONALE BEHIND THE WORKING DEFINITION OF THINKING, (2) SPECIFICATION OF BEHAVIORS TO BE PROGRAMED, AND (3) GUIDELINES FOR CONSTRUCTION OF THE TEACHING PROGRAM. REPRESENTATIVE FRAMES WERE ALSO PROVIDED FOR A PORTION OF THE TEACHING PROGRAM WHICH WAS PREPARED BY AN EXPERIMENTAL CLASS. (JM)

ED 003 591 56
SOUND FILM RECORDINGS IN IMPROVING CLASSROOM COMMUNICATIONS.
BY- MACCOBY, NATHAN AND OTHERS
STANFORD UNIV., CALIF., INST.FOR COMMUNIC. RES.
REPORT NUMBER NDEA-VIIA-680 PUB DATE 63
GRANT OEG-7-14-1380-136
EDRS PRICE MF-$0.18 HC-$3.28 82P.

DESCRIPTORS- *COMMUNICATION PROBLEMS, *COMMUNICATION SKILLS, *FILMS, *TEACHER EVALUATION, *TEACHER RESPONSE, CALIFORNIA, SOUND FILMS, STANFORD, TEACHER RATING, VERBAL COMMUNICATION, VERBAL TESTS, VISUAL DISCRIMINATION,

THIS STUDY INVESTIGATED THE EXTENT TO WHICH SOUND FILM RECORDINGS OF PUPILS IN TEACHING-LEARNING SITUATIONS CAN BE USED AS A BASIS FOR TRAINING TEACHERS TO IMPROVE THEIR ACCURACY IN INTERPRETING NONVERBAL COMMUNICATIONS, AND THE EXTENT OF DIFFERENCES AMONG TEACHERS, NEW TEACHERS, AND NONTEACHERS IN THEIR ABILITY TO INTERPRET NONVERBAL COMMUNICATIONS. EQUIPMENT AND METHODS WERE DEVISED TO RECORD INSTANCES OF STUDENT CLASSROOM RESPONSE AND SEVERAL EXPERIMENTS CONDUCTED. SUBJECTS WERE SHOWN SOUND FILM CLIPS OF TEACHER-STUDENT INTERACTIONS AND WERE ASKED TO RATE THE AMOUNT OF STUDENT COMPREHENSION IN THE CLIPS. SOME SUBJECTS WERE SHOWN ONLY THE PICTURE TRACK, SOME HEARD ONLY THE SOUND, AND OTHERS SAW AND HEARD THE COMPLETE RECORDING. THE RESULTS INDICATE THAT VERBAL CUES CONTRIBUTE SIGNIFICANTLY TO THE ACCURACY OF JUDGMENT, WHILE NONVERBAL CUES, SPECIFICALLY VISUAL ONES, DO NOT INCREASE ACCURACY OF JUDGMENT. THERE WAS NO EVIDENCE THAT THE USUAL TEACHER TRAINING PROGRAM IMPROVED ACCURACY OF JUDGMENTS. FURTHER RESEARCH IN THE AREA WAS RECOMMENDED. (JC)

ED 003 592 56
A COMPARATIVE INVESTIGATION OF THE INSTRUCTIONAL AND ADMINISTRATIVE EFFICIENCY OF VARIOUS OBSERVATIONAL TECHNIQUES IN THE INTRODUCTORY COURSE IN EDUCATION.
BY- WEDBERG, DESMOND P. FINN, JAMES D.
UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES
REPORT NUMBER NDEA-VIIA-685 PUB DATE 63
GRANT OEG-704135
EDRS PRICE MF-$0.18 HC-$3.00 75P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *COLLEGE STUDENTS, *FILMS, *TEACHER EDUCATION, CALIFORNIA, CLASSROOM PARTICIPATION, LOS ANGELES, OBSERVATION, SIMULATION,

THE EFFECTIVENESS OF SIMULATED AND OF ACTUAL

OBSERVATIONS OF PUBLIC SCHOOL CLASSROOMS WERE COMPARED FOR THE INTRODUCTORY COURSE IN A SEQUENCE OF FIVE COLLEGE COURSES REQUIRED IN TEACHER TRAINING. A TOTAL OF 151 STUDENTS IN FOUR SECTIONS OF THE INTRODUCTORY COURSE WERE RANDOMLY ASSIGNED TO THREE GROUPS WHICH--(1) OBSERVED A MINIMUM OF 30 HOURS IN ELEMENTARY AND SECONDARY PUBLIC SCHOOL CLASSROOMS, (2) OBSERVED A MINIMUM OF 10 HOURS IN ELEMENTARY AND SECONDARY PUBLIC SCHOOL CLASSROOMS FOLLOWING 10 HOURS OF ON-CAMPUS PROGRAMED OBSERVATION EXPERIENCES CONSISTING ENTIRELY OF SOUND MOTION PICTURES, SOUND FILMSTRIPS, SLIDE AND TAPE PRESENTATIONS, AND TAPE RECORDINGS, OR (3) OBSERVED 10 HOURS OF ON-CAMPUS PROGRAMED OBSERVATION EXPERIENCES ONLY. TEN 53-MINUTE PERIODS OF PHOTO-SOUND OBSERVATION EXPERIENCES WERE PREPARED UTILIZING 8MM SOUND MOTION PICTURES AND 35MM SLIDE-TAPE PROGRAMS. THE 10-HOUR ON-CAMPUS PLUS 10-HOUR OFF-CAMPUS TECHNIQUE PROVED SUPERIOR TO THE OTHER TECHNIQUES IN THE DEGREE TO WHICH STATED OBSERVATION UNIT OBJECTIVES WERE MET. (JM)

ED 003 593 56

TEACHING THE FUNDAMENTALS OF ORTHOGONAL PROJECTION, A STUDY IN THE FILM PRESENTATION OF THE THOUGHT MODEL METHOD.
BY- LEVENS, A.S.
CALIFORNIA UNIV., BERKELEY
REPORT NUMBER NDEA-VIIA-686 PUB DATE 62
GRANT OEG-704139
EDRS PRICE MF-$0.09 HC-$1.84 46P.

DESCRIPTORS- *COLLEGE INSTRUCTION, *ENGINEERING DRAWING, *ENGINEERING GRAPHICS, *INSTRUCTIONAL FILMS, *ORTHOGONAL PROJECTION, AUDIOVISUAL AIDS, BERKELEY, CALIFORNIA, DRAFTING, MODELS, THOUGHT MODEL METHOD,

SIX FILMS WERE DEVELOPED TO TEACH VISUALIZATION IN THREE DIMENSIONS FOR ENGINEERING GRAPHICS OR DESCRIPTIVE GEOMETRY COURSES. THE FILMS UTILIZED A "THOUGHT MODEL METHOD" WHICH HAD BEEN USED FOR OVER A DECADE BY THE INVESTIGATOR. THE METHOD CONSISTED OF TRACING IN THE AIR AND DESCRIBING RELATED POINTS, LINES, PLANES, AND SURFACES BY THE USE OF THE HANDS. THIS CONSTRUCTION OF IMAGINARY FIGURES WAS ACCOMPANIED BY VERBAL DESCRIPTION, AND THE ORTHOGONAL REPRESENTATION OF THESE FIGURES WAS MADE ON THE BLACKBOARD. THE TWO-DIMENSIONAL REPRESENTATION WAS MADE ONLY AFTER THE STUDENT HAD THE EXPERIENCE OF SEEING AND MANIPULATING THE VISUALIZED THREE-DIMENSIONAL PROBLEM. THE FIRST FILM WAS SHOWN ONLY TO TEACHERS TO FAMILIARIZE THEM WITH THE METHOD. USE OF THE REMAINING FIVE FILMS WAS COMPARED TO LIVE USE OF THE METHOD AND TO CONVENTIONAL INSTRUCTION IN A STUDY INVOLVING 358 COLLEGE STUDENTS TAKING DESCRIPTIVE GEOMETRY. IT WAS FOUND THAT THE THOUGHT MODEL METHOD COULD BE LEARNED AND USED EFFECTIVELY BY TEACHERS OF ENGINEERING GRAPHICS TO BRING ABOUT IMPROVEMENT IN CLASSROOM PERFORMANCE. (JM)

ED 003 594 56

IMPROVING THE PROGRAMING OF COMPLEX PICTORIAL MATERIALS--DISCRIMINATION LEARNING AS AFFECTED BY PRIOR EXPOSURE TO AND RELEVANCE OF COMPONENTS OF THE FIGURAL DISCRIMINANDA.
BY- BLACK, HARVEY B.
INDIANA UNIV., BLOOMINGTON, SCH. OF EDUCATION
REPORT NUMBER NDEA-VIIA-688 PUB DATE JUN 62
GRANT OEG-712126
EDRS PRICE MF-$0.18 HC-$3.64 91P.

DESCRIPTORS- *PROGRAMED MATERIALS, *STIMULUS BEHAVIOR, *VISUAL DISCRIMINATION, *VISUAL LEARNING, BLOOMINGTON, INDIANA, LEARNING PROCESSES, POSITIVE REINFORCEMENT, STIMULUS DEVICES,

THIS STUDY INVOLVED THE IDENTIFICATION OF (1) RELATIONSHIPS BETWEEN REINFORCEMENT AND PHYSICAL COMPONENTS OF COMPLEX PICTORIAL STIMULI IN DISCRIMINATION LEARNING AND (2) VARIABLES RELATED TO PRIOR EXPERIENCE WITH PICTORIAL STIMULI USED IN DISCRIMINATION LEARNING. LINE SHAPES WERE USED AS STIMULI. THESE SHAPES WERE VARIED BY ADDING SOME LINES THAT ASSOCIATED WITH REINFORCEMENT AND OTHERS THAT DID NOT. PRIOR EXPERIENCE (PRETRAINING) IN THE STUDY WAS PROVIDED BY REPEATED EXPOSURE TO SHAPES THAT WERE EITHER THE SAME AS, SIMILAR TO, OR DIFFERENT FROM THOSE USED IN THE DISCRIMINATION TASKS. SUBJECTS WERE INSTRUCTED TO OBSERVE PRETRAINING SHAPES CAREFULLY BUT WERE NOT GIVEN INDICATIONS OF ANY SUBSEQUENT TASKS. THE PRINCIPLE OF ASSOCIATING REINFORCEMENT WITH DISCRIMINATION LEARNING TASKS TO FACILITATE LEARNING WAS CONFIRMED. NO SIGNIFICANT DIFFERENCES AS A RESULT OF THE VARIOUS PRETRAINING CONDITIONS COULD BE FOUND. (JH)

ED 003 595 56

THE EFFECT OF SELECTED SPATIAL DESIGN FACTORS IN EDUCATIONAL DISPLAYS ON LEARNING AND RETENTION.
BY- SAUL, EZRA V. ROCKETT, AGNES M.
TUFTS UNIV., BEDFORD, MASS.
REPORT NUMBER NDEA-VI'A-694 PUB DATE 1 JUN 64
GRANT OEG-719132
EDRS PRICE MF-$0.09 HC-$1.00 25P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *BIOLOGY INSTRUCTION, *CHARTS, *GRADE 10, *GRAPHIC ARTS, ABILITY IDENTIFICATION, INSTRUCTIONAL AIDS, LEARNING, MASSACHUSETTS, MEDFORD,

CRITERIA WERE DEVELOPED FOR THE DESIGN OF LABELS IN VERBAL-PICTORIAL EDUCATIONAL DISPLAYS. THE INFLUENCE OF SPATIAL DISTRIBUTION OF LABELS ON EASE OF LEARNING AND DEGREE OF RETENTION WAS INVESTIGATED. THIRTY ANATOMICAL PARTS OF THE HUMAN DIGESTIVE TRACT WERE LABELED ON 10 CHARTS SHOWING THE SAME DIAGRAM OF THE HUMAN BODY, BUT WITH DIFFERENT PATTERNS OR SPATIAL DISTRIBUTION OF LABELS. THE SAME LECTURE WITH VARIED LABEL PATTERNS WAS PRESENTED TO 309 10TH-GRADE BIOLOGY STUDENTS IN 14 CLASSES. STUDENTS COMPLETED A 5-MINUTE PRETEST, A 5-MINUTE POST-TEST, AND 2 WEEKS LATER, A 5-MINUTE RETENTION TEST. ALL TESTS WERE FACSIMILES, MINUS THE IDENTIFYING LABELS, OF THE PROJECTED TWO-DIMENSIONAL VISUAL AID PATTERN USED IN THE ORIGINAL INSTRUCTION OF THAT PARTICULAR CLASS GROUPING. THE ABILITY LEVEL OF EVERY STUDENT WAS OBTAINED FROM SCHOOL RECORDS. SEVERAL VARIATIONS OF LABEL PATTERNS APPEARED TO HAVE EQUIVALENT INFLUENCE ON ACQUISITION AND RETENTION, THEREBY PROVIDING A BASIS FOR ALTERNATE LAYOUTS BY DESIGNERS OF SUCH EDUCATIONAL DISPLAYS. THE CURRENT RESEARCH FAILED TO DEMONSTRATE DIFFERENCES BETWEEN GROUPS VIEWING VARIOUS LABEL PATTERNS. (JK)

ED 003 596 56

THE DEVELOPMENT AND EVALUATION OF METHODS AND MATERIALS TO FACILITATE FOREIGN LANGUAGE INSTRUCTION IN ELEMENTARY

SCHOOLS.
BY- JOHNSON, CHARLES E. AND OTHERS
ILLINOIS UNIV., URBANA
REPORT NUMBER NDEA-VIIA-710 PUB DATE FEB 63
REPORT NUMBER NDEA-VIIA-324
GRANT OEG-7111019-10
EDRS PRICE MF-$0.45 HC-$11.04 276P.

DESCRIPTORS- *ELEMENTARY SCHOOL STUDENTS, *LANGUAGE INSTRUCTION, *SPANISH, *TAPE RECORDINGS, *TELEVISED INSTRUCTION, AUDIOLINGUAL METHODS, EXPERIMENTAL TEACHING, FOREIGN LANGUAGES IN ELEMENTARY SCHOOLS (FLES), ILLINOIS, MATERIAL DEVELOPMENT, TEACHING METHODS, URBANA,

A COMPARISON WAS MADE OF TWO DIFFERENT METHODS OF SPANISH INSTRUCTION. A TOTAL OF 93 FOURTH-GRADERS WERE ORIGINALLY INVOLVED IN THE 3-YEAR STUDY. UPON COMPLETION OF THE PROGRAM, 32 SUBJECTS REMAINED IN THE CONTROL GROUP AND 34 WERE IN THE EXPERIMENTAL GROUP. THE EXPERIMENTAL GROUP RECEIVED INSTRUCTION BY TELEVISION AND TAPE RECORDINGS UNDER THE GUIDANCE OF NONSPECIALIZED TEACHERS. THE CONTROL GROUP RECEIVED INSTRUCTION FROM SPECIALIST TEACHERS OF SPANISH. THE AUDIOLINGUAL APPROACH WAS USED WITH ALL GROUPS. ACHIEVEMENT EVALUATION INVOLVED USE OF PICTORIAL TESTS, TAPE RECORDINGS, AND INTERVIEWS. THE AUTHOR CONCLUDED THAT GENERAL ELEMENTARY SCHOOL TEACHERS WITH NO SPECIAL TRAINING IN FOREIGN LANGUAGES CAN SUCCESSFULLY TEACH FOREIGN LANGUAGE WITH PROPER TELEVISION AND TAPE RECORDED MATERIALS. (RS)

ED 003 597 56

KNOWLEDGE OF RESULTS AND CONTINUITY OF VARIOUS TECHNIQUES IN PRESENTING A FILMSTRIP AS FACTORS IN IMMEDIATE LEARNING AND RETENTION.
BY- SMITH, PHILIP D.
BOB JONES UNIV., GREENVILLE, S.C., SCH. OF EDUC.
REPORT NUMBER NDEA-VIIA-719 PUB DATE 63
GRANT OEG-7-50-0040-154
EDRS PRICE MF-$0.36 HC-$9.92 248P.

DESCRIPTORS- *AUDIOVISUAL INSTRUCTION, *FEEDBACK, *FILMSTRIPS, *LEARNING PROCESSES, *RETENTION, ELEMENTARY SCHOOL STUDENTS, FILMS, GRADE 11, GREENVILLE, PROGRAMED INSTRUCTION, SECONDARY SCHOOL STUDENTS, SOUTH CAROLINA,

THIS RESEARCH EFFORT WAS DESIGNED TO INVESTIGATE THE EFFECTS OF (1) TWO DEGREES OF IMMEDIACY OF KNOWLEDGE OF RESULTS AND (2) THREE METHODS OF PRESENTATION ON THE RETENTION OF KNOWLEDGE TRANSMITTED BY A FILMSTRIP. A FILMSTRIP WAS PRESENTED FRAME-BY-FRAME, IN SEQUENCE, AND IN TOTAL WITH TEST ITEMS ON THE FILMSTRIP ADMINISTERED ACCORDINGLY. PUBLIC SCHOOL STUDENTS FROM GRADES 5, 6, 7, 8, AND 11 WERE RANDOMLY ASSIGNED WITHIN EACH GRADE-GROUP TO 6 DIFFERENT TREATMENT GROUPS. EXPERIMENTAL GROUP SUBJECTS IN EACH OF THE THREE PRESENTATION SCHEDULES KNEW IF THEIR RESPONSES WERE CORRECT IMMEDIATELY UPON ANSWERING EACH TEST ITEM. THE OTHER HALF (CONTROL GROUP) RECEIVED KNOWLEDGE OF RESULTS ON THE DAY FOLLOWING PRESENTATION. STUDENTS WERE TESTED AGAIN APPROXIMATELY 3 WEEKS AFTER THE FILMSTRIP PRESENTATION. THE FINDINGS WERE EQUIVOCAL, AND THE AUTHOR RECOMMENDS FURTHER STUDY. (JK)

ED 003 598 56

THE USE OF MOTIVATIONAL FILMS TO FAVORABLY CHANGE THE ATTITUDES OF HIGH SCHOOL STUDENTS TOWARD SCIENCE AND SCIENTISTS.
BY- WICKLINE, LEE E.
WEST VIRGINIA STATE DEPT. OF EDUCATION, CHARLESTON
REPORT NUMBER NDEA-VIIA-729 PUB DATE JUL 62
GRANT OEG-746144
EDRS PRICE MF-$0.09 HC-$1.48 37P.

DESCRIPTORS- *FILMS, *HIGH SCHOOL STUDENTS, *SCIENTIFIC ATTITUDES, *STUDENT ATTITUDES, *TESTING, ALLEN ATTITUDE SCALE, ATTITUDES, CHARLESTON, FACTS ABOUT SCIENCE TEST, HORIZONS OF SCIENTIFIC FILMS, SCIENTIFIC CONCEPTS, WEST VIRGINIA,

A STUDY WAS MADE TO DETERMINE THE EXTENT TO WHICH THE ATTITUDES OF A SELECTED GROUP OF HIGH SCHOOL STUDENTS TOWARD SCIENCE AND SCIENTISTS COULD BE FAVORABLY CHANGED BY VIEWING 10 "HORIZONS OF SCIENCE" FILMS. AN EXPERIMENTAL GROUP OF 122 STUDENTS AND A CONTROL GROUP OF 138 STUDENTS WERE ROUGHLY EQUIVALENT. BOTH GROUPS WERE PRETESTED WITH THE "ALLEN ATTITUDE SCALE" AND THE "FACTS ABOUT SCIENCE TEST." THE EXPERIMENTAL GROUP SAW ONE FILM PER WEEK FOR 10 WEEKS. EACH GROUP WAS AGAIN TESTED WITH THE SAME TWO TESTS. PRETEST AND POST-TEST DIFFERENCES WERE EXPECTED TO INDICATE THE EFFECTS OF FAMILIARITY WITH THE TESTS AND OF EXPERIENCES RELATED TO THE PASSAGE OF TIME. NO STATISTICALLY SIGNIFICANT DIFFERENCES WERE OBTAINED FOR EITHER GROUP ON THE "ALLEN ATTITUDE SCALE," YET, CHANGES ON SPECIFIC TEST ITEMS INDICATED ATTITUDES OF STUDENTS IN EACH GROUP WERE CHANGING. NO SIGNIFICANT DIFFERENCES WERE DISCOVERED FOR THE EXPERIMENTAL GROUP ON THE "FACTS ABOUT SCIENCE TEST," WHICH MEASURES UNDERSTANDING OF SCIENCE AS A SOCIAL INSTITUTION. OTHER MEASURES ALSO INDICATED THAT THE FILMS PRODUCED NO APPRECIABLE CHANGES IN THE EXPERIMENTAL GROUP'S RESPONSE. UNFAVORABLE CHANGES WERE INDICATED FOR THE CONTROL GROUP ON THE "FACTS ABOUT SCIENCE TEST." FURTHER RESEARCH WAS RECOMMENDED. (JC)

ED 003 599 56

THE IMPORTANCE OF SELECTED AUDIENCE AND FILM CHARACTERISTICS AS DETERMINERS OF THE EFFECTIVENESS OF INSTRUCTIONAL FILMS. FINAL REPORT.
BY- SNOW, RICHARD E.
PURDUE UNIV., LAFAYETTE, IND.
REPORT NUMBER NDEA-VIIA-732 PUB DATE 1 JAN 63
GRANT OEG-712142
EDRS PRICE MF-$0.45 HC-$10.80 270P.

DESCRIPTORS- *CONVENTIONAL INSTRUCTION, *FILMS, *INDIVIDUAL DIFFERENCES, *INSTRUCTIONAL FILMS, *LEARNING PROCESSES, COMPARATIVE ANALYSIS, INDIANA, LAFAYETTE, LEARNING, MEDIA RESEARCH,

THIS PROJECT EXPLORED (1) INDIVIDUAL DIFFERENCES AMONG LEARNERS WHICH MAY BE DIFFERENTIALLY RELATED TO FILM LEARNING VERSUS CONVENTIONAL OR "LIVE" LEARNING, AND (2) INDIVIDUAL DIFFERENCES AMONG INSTRUCTIONAL FILMS WHICH MAY BE RELATED TO THEIR INSTRUCTIONAL EFFECTIVENESS OR TO IMPORTANT LEARNER CHARACTERISTICS. TWO SEPARATE STUDIES WERE CONDUCTED. THE FIRST STUDY USED THE SIMILAR EXPERIMENTAL DESIGN OF THE 1961 TENDON STUDY. THE SECOND STUDY WAS PLANNED AS A FACTOR

ANALYSIS. THE FILMS, ORIGINALLY PRODUCED BY TENDON (1961), AND THE ACCOMPANYING PRINTED SCRIPTS WERE REVIEWED INTENSIVELY TO LOCATE THOSE FILM PRODUCTION VARIABLES WHICH APPEARED TO VARY AMONG THE FILMS IN THE SERIES AND WHICH COULD BE QUANTIFIED SATISFACTORILY AND MEANINGFULLY AS INDIVIDUAL DIFFERENCES AMONG THE FILMS. THREE INDIVIDUALS PARTICIPATED IN THE ANALYSIS. CONCLUSIONS FOR THE FIRST STUDY SEEMED TO INDICATE THAT PERSONAL CHARACTERISTICS OF LEARNERS DETERMINE, TO A SIGNIFICANT EXTENT, THE AMOUNT OF LEARNING DERIVED BY INDIVIDUAL MEMBERS OF THE AUDIENCE IN A GIVEN LEARNING SITUATION. RESULTS OF THE STATISTICAL ANALYSIS ARE SUMMARIZED IN SYMBOLIC FORM. THE SECOND STUDY CONCLUSIONS INDICATED THAT, AFTER FACTOR ANALYSIS OF 34 VARIABLES, SIX FACTORS WERE PROPOSED TO ACCOUNT FOR THE VARIANCE OBSERVED. THEY ARE (1) AUDIOVISUAL COMPLEXITY, (2) AUDIOICONICITY, (3) VIDEO ICONICITY, (4) TEMPORALITY, (5) ARTIFICIALITY, AND (6) INTERNAL REPETITION. SIX HYPOTHESES WERE SUGGESTED BY THE CLUSTERS OF VARIABLES. EVIDENCE SHOWED THAN AN INSTRUCTIONAL FILM, WHILE IT IS INHERENTLY AN EXTREMELY COMPLEX COMBINATION OF PRODUCTION CHARACTERISTICS, CAN BE ANALYZED MEANINGFULLY AT AN ELEMENTAL, PHYSICALISTIC LEVEL. (HB)

ED 003 600 56

THE RELATIONSHIPS OF INTEREST AND ATTENTION TO RETENTION AND ATTITUDE CHANGE.
BY- BECKER, SAMUEL L.
IOWA UNIV., IOWA CITY
REPORT NUMBER NDEA-VIIA-739 PUB DATE 63
EDRS PRICE MF-$0.09 HC-$1.88 47P.

DESCRIPTORS- *ATTENTION SPAN, *CHANGING ATTITUDES, *GRADE 5, *RETENTION STUDIES, *STUDENT ATTITUDES, *TELEVISED INSTRUCTION, FILMS, GALVANIC SKIN RESPONSES (GSR), IOWA, IOWA CITY, STUDENT BEHAVIOR, STUDENT REACTION,

THE FOLLOWING QUESTIONS WERE EXPLORED IN THIS STUDY--(1) WHAT IS THE RELATIONSHIP AMONG RESPONSES OBTAINED WHEN SUBJECTS VIEW AN INSTRUCTIONAL TELEVISION PROGRAM AND NOTE THEIR INTEREST BY PRESSING OR RELEASING A BUTTON, BY CHECKING COLUMNS ON A SHEET OF PAPER, AND WHEN GALVANIC SKIN RESPONSES (GSR) ARE CHARTED, (2) WHAT IS THE RELATIONSHIP BETWEEN THE AMOUNT OF INFORMATION RETAINED FROM THE PROGRAM AND TYPE OF RESPONSE PROFILE, (3) CAN GSR BE USEFUL TO PREDICT THE AMOUNT AND DIRECTION OF ATTITUDE CHANGE FROM THE PROGRAM. A MINIMUM OF 30 FIFTH-GRADE STUDENTS WERE ASSIGNED TO EACH OF 3 EXPERIMENTAL GROUPS. STIMULI WERE TWO HALF-HOUR TELEVISION PROGRAMS. EACH SUBJECT WAS ALONE IN A SMALL VIEWING ROOM AS HE VIEWED EACH PROGRAM. HE WAS TESTED ON THE FACTUAL CONTENT OF THE PROGRAMS AND ATTITUDES TOWARD CONTENT IMMEDIATELY BEFORE AND AFTER EXPOSURE. THE PAPER AND PENCIL AND PUSH-BUTTON METHODS OF AUDIENCE RESPONSE TO FILMS RESULTED IN SIMILAR PROFILES. WHEN THESE ARE COMPARED TO THE GSR METHOD, HOWEVER, THIS WAS NOT THE CASE. GSR'S TENDED TO BE EVOKED BY THOSE PARTS OF THE PROGRAM WHICH WERE THOUGHT "BORING." NONE OF THE METHODS WERE GOOD PREDICTORS OF RETENTION. GSR RESEARCH IN PERSUASIVE COMMUNICATIONS IS RECOMMENDED IN LIGHT OF RELATIONSHIPS OF ATTITUDES TO GSR SCORES. (JC)

ED 003 601 56

ACTIVITY LEVEL AND LEARNING EFFECTIVENESS.
BY- STAKE, ROBERT E. SJOGREN, DOUGLAS D.
NEBRASKA UNIV., LINCOLN
REPORT NUMBER NDEA-VIIA-753 PUB DATE MAR 64
GRANT OEG-7-37-0220-147
EDRS PRICE MF-$0.18 HC-$3.80 95P.

DESCRIPTORS- *ACHIEVEMENT RATING, *COLLEGE STUDENTS, *INSTRUCTIONAL AIDS, *LEARNING ACTIVITIES, *PROGRAMED INSTRUCTION, LINCOLN, NEBRASKA,

A STUDY OF LEARNING ACTIVITY EXPLORED (1) AN ACTIVITY-ACHIEVEMENT SCALE TO DESCRIBE THE IMPACT OF ACTIVITY ON ACHIEVEMENT AND (2) THE POSSIBLE COMPLEXITY OR DIMENSIONALITY OF THIS IMPACT. TEN GROUPS, OF 10 COLLEGE UNDERGRADUATE STUDENTS EACH, WERE SCHEDULED TO STUDY UNDER EACH OF 10 LEARNING SITUATIONS. THE SITUATIONS CONSISTED OF TWO MODES OF STUDY (WRITING AND NOT WRITING) FOR EACH OF FIVE CONDITIONS--(1) NOTES, (2) OUTLINE, (3) TALK, (4) PROGRAMED TEXT, AND (5) TEACHING MACHINES. ONE TOPIC WAS ASSIGNED TO ALL STUDENTS EACH WEEK FOR 10 WEEKS. ANALYSIS OF VARIANCE IN ACHIEVEMENT SCORES SHOWED THAT THE DIFFERENT INSTRUCTIONAL SITUATIONS DID YIELD DIFFERENT LEVELS OF ACHIEVEMENT. LEARNING WAS MORE EFFECTIVE IN SITUATIONS WHERE PROGRAMED MATERIALS WERE USED. THREE POTENTIAL ACTIVITY-ACHIEVEMENT SCALES WERE TESTED TO DESCRIBE AND RELATE THE SEVERAL CONDITIONS. THE FACT THAT ACTIVITY WAS A CRITICAL VARIABLE IN DETERMINING ACHIEVEMENT WAS NOT PROVEN. A SCALE OF MEANS WAS THE BEST BASIS FOR GENERALIZING AS TO THE EFFECTIVENESS OF STUDY CONDITIONS. WITH ITS SCALE REFLECTING THE POTENTIAL OF EACH STUDY SITUATION FOR ALTERING INDIVIDUAL PERFORMANCE, AN IMPACT MODEL WAS FOUND TO BE NO SUBSTANTIAL IMPROVEMENT OVER THE CONVENTIONAL ANALYSIS OF VARIANCE MODEL. (JM)

ED 003 602 56

THE DEVELOPMENT AND EVALUATION OF PROGRAMED INSTRUCTION IN LANGUAGE FOR CHILDREN WITH AUDITORY DISORDERS.
BY- BIRCH, JACK W. STUCKLESS, E. ROSS
PITTSBURGH UNIV., PA., SCHOOL OF EDUCATION
REPORT NUMBER NDEA-VIIA-773 PUB DATE SEP 62
GRANT OEG-7-36-150
EDRS PRICE MF-$0.18 HC-$2.80 70P.

DESCRIPTORS- *AUDITION (HEARING), *DEAF EDUCATION, *LANGUAGE INSTRUCTION, *PROGRAMED INSTRUCTION, AUDITORY TRAINING, AURALLY HANDICAPPED, DEAF CHILDREN, PENNSYLVANIA, PITTSBURGH, TESTS,

THE FEASIBILITY OF PROGRAMING WRITTEN LANGUAGE FOR THE INSTRUCTION OF DEAF CHILDREN WAS STUDIED. A PROGRAM WAS DEVELOPED AND PRESENTED TO A GROUP OF DEAF CHILDREN. A CONTROL GROUP WAS TAUGHT THE SAME LESSON CONTENT BY TEACHERS. DATA WERE PROCESSED BY A COMPUTER. THE TOTAL SCORE RELIABILITY OF THE LANGUAGE TESTS WAS DETERMINED BY THE APPLICATION OF RIELON'S FORMULA (1939) TO THE COMPOSITE SCORES. THE EXPERIMENTAL AND CONTROL GROUPS WERE TESTED FOR HOMOGENEITY OF VARIANCE ON COMPOSITE SCORES AND ON EACH OF SIX LANGUAGE VARIABLES, AN F-RATIO BEING COMPUTED ON EACH. THE HYPOTHESIS OF A COMMON POPULATION MEAN WAS EXAMINED BY MEANS OF A T-TEST. ADDITIONAL STATISTICAL PROCEDURES WERE USED IN (1) DAILY RECORD SHEETS, (2) TESTS OF RETENTION, AND (3) ORIGINAL STUDENT RESPONSES. OBSERVATION MADE BY THE TEACHERS PROVIDED ANECDOTAL INFORMATION. WHILE THE INTERNAL CONSISTENCY OF TEACHER INSTRUCTION WAS HIGHER THAN THAT OF PROGRAMED INSTRUCTION, NO SIGNIFICANT DIFFERENCE WAS FOUND

BETWEEN THE MEAN SCORES ON FIVE OF SIX LANGUAGE VARIABLES. THE CONTROL GROUP SCORED SIGNIFICANTLY HIGHER ON ONE VARIABLE. THE PROGRAMED INSTRUCTION REQUIRED LESS THAN ONE-HALF THE TIME ASSIGNED TO TEACHER INSTRUCTION. WRITTEN RESPONSES WERE CORRECT ON OVER 90 PERCENT OF THE FRAMES. LESS THAN 5 PERCENT OF THE TOTAL RESPONSES SHOWED UNCORRECTED ERRORS. PARTICIPATING TEACHERS REACTED WELL TO THIS METHOD OF WRITTEN LANGUAGE INSTRUCTION. (HB)

ED 003 603 56

INFLUENCE OF THREE TEACHING MACHINE FACTORS--FEEDBACK TO PROGRAMER, PARTICIPATION BY LEARNER, AND FEEDBACK TO LEARNER ON THE PRODUCTION AND UTILIZATION OF SCIENCE FILMS.
BY- FLEMING, MALCOLM L.
INDIANA UNIV., BLOOMINGTON, DIV. OF EDUC. MEDIA
REPORT NUMBER NDEA-VIIA-800 PUB DATE JUL 63
INDIANA UNIV., BLOOMINGTON, SCH. OF EDUCATION
GRANT OEG-7-24-0210-146
EDRS PRICE MF-$0.18 HC-$3.76 94P.

DESCRIPTORS- *CONVENTIONAL INSTRUCTION, *FEEDBACK, *FILMS, *INSTRUCTIONAL FILMS, *PROGRAMED INSTRUCTION, ACADEMIC ACHIEVEMENT, AUTOINSTRUCTIONAL AIDS, BLOOMINGTON, COMPARATIVE ANALYSIS, GRADE 7, INDIANA, PROGRAMING,

THE PRODUCTION OF TWO EDUCATIONAL FILMS, ONE BY MEANS OF CONVENTIONAL PROCEDURES AND ONE BY MEANS OF PROGRAMING PROCEDURES CHARACTERISTIC OF SELF INSTRUCTION, AND THE TESTING OF THESE TWO FILMS IN USE-SITUATIONS WERE THE PURPOSES OF THE STUDY. FOUR HUNDRED SEVENTH-GRADE STUDENTS PARTICIPATED IN THE EXPERIMENT. THEY WERE DISTRIBUTED AMONG FIVE SCHOOLS. THE SAMPLE IN EACH SCHOOL WAS DIVIDED INTO LOW, MEDIUM, AND HIGH INTELLIGENCE LEVELS. A FIVE-FACTOR DESIGN WAS USED. STUDENTS WERE ASSIGNED RANDOMLY TO GROUPS AND THE GROUPS ASSIGNED RANDOMLY TO TREATMENTS. A POST-TEST AND A RETENTION TEST WERE USED. TWO GENERAL CONCLUSIONS WERE DRAWN FROM THE STUDY--(1) PROGRAMING PROCESSES FOR THE DESIGN OF A CLASSROOM FILM YIELDED A PRODUCT THAT WAS EDUCATIONALLY SUPERIOR TO THAT FROM CONVENTIONAL PROCESSES, PARTICULARLY WHEN THE FILM'S LENGTH AND RATE OF DEVELOPMENT WERE ALLOWED TO FIND THEIR OPTIMUM LEVEL BASED ON FEEDBACK FROM LEARNERS AND (2) SELF-INSTRUCTIONAL PROCESSES FOR THE USE OF EDUCATIONAL FILMS WERE SUPERIOR TO CONVENTIONAL PROCESSES, BUT IT WAS THE IMMEDIACY OF THE FEEDBACK TO LEARNERS AFTER THEIR ACTIVE PARTICIPATION THAT CONTRIBUTED MOST TO LEARNING. NO DIFFERENCE WAS OBSERVED WHETHER THE LEARNER'S PARTICIPATION WAS IMMEDIATE (DURING THE FILM) OR AFTERWARDS. (HB)

ED 003 604 56

AN INVESTIGATION OF THE IMPORTANCE OF THE PERSONAL RELATIONSHIP AND ASSOCIATED FACTORS IN TEACHING MACHINE PROCEDURES.
BY- GILBERT, WILLIAM M. EWING, THOMAS N.
ILLINOIS UNIV., URBANA
REPORT NUMBER NDEA-VIIA-835 PUB DATE MAY 65
GRANT OEG-7-23-1020-170-0
EDRS PRICE MF-$0.18 HC-$4.84 121P.

DESCRIPTORS- *COLLEGE ADMISSION, *EDUCATIONAL COUNSELING, *INDIVIDUAL COUNSELING, *PROGRAMED TEXTS, *SELF CONCEPT, COUNSELING PROGRAMS, GUIDANCE COUNSELING, ILLINOIS, PSYCHOTHERAPY, QUESTIONNAIRES, URBANA,

A "SELF-COUNSELING MANUAL" WAS DEVELOPED TO REPLACE THE STANDARD PERSONAL PRECOLLEGE COUNSELING INTERVIEW. A BRANCHING PROGRAMED TEXT PRESENTED THE FOLLOWING TOPICS TO HIGH SCHOOL SENIORS WHO HAD TAKEN A BATTERY OF ADMISSIONS, GUIDANCE, AND PLACEMENT TESTS--(1) YOUR TEST RESULTS AND SCHOLASTIC ACHIEVEMENT, (2) AREAS OF SPECIALIZATION WITHIN THE UNIVERSITY, (3) SUMMARY OF INTERPRETATION OF YOUR TEST RESULTS, (4) STUDY HABITS AND READING, (5) INFORMATION ABOUT THE UNIVERSITY, (6) YOUR PERSONALITY CHARACTERISTICS AND SUCCESS, AND (7) AREAS OF INTEREST. A TOTAL OF 391 MALES WERE DIVIDED INTO GROUPS WHICH RECEIVED NORMAL COUNSELING, PROGRAMED COUNSELING, OR SIMULATED PROGRAMED COUNSELING. PARTICIPANTS COMPLETED A PRECOUNSELING QUESTIONNAIRE, A POST-COUNSELING QUESTIONNAIRE, A SIMILAR QUESTIONNAIRE AT THE END OF THEIR FIRST SEMESTER, AND A POST-COUNSELING INTERVIEW WHEN IT WAS REQUESTED AFTER PROGRAMED COUNSELING. FINDINGS INDICATED THAT COUNSELING CARRIED OUT BY A PROGRAMED BOOK WAS AS EFFECTIVE AS OR MORE EFFECTIVE IN CHANGING SELF-CONCEPTS THAN NORMAL COUNSELING. IT WAS IMPLIED THAT A PROGRAMED COUNSELING BOOK SUCH AS THAT DEVELOPED IN THIS STUDY COULD DO MUCH TO ALLEVIATE THE CRITICAL SHORTAGE OF TRAINED COUNSELORS AT THE NATIONAL LEVEL. FUTURE RESEARCH WAS SUGGESTED ON AN INVESTIGATION OF PROGRAMED PSYCHOTHERAPY AS COMPARED WITH NORMAL PSYCHOTHERAPY. (JM)

ED 003 605 56

THE INFLUENCE OF NOVELTY EFFECT UPON TEACHING MACHINE LEARNING.
BY- POPHAM, W. JAMES
SAN FRANCISCO STATE COLL., CALIF.
REPORT NUMBER NDEA-VIIA-841 PUB DATE AUG 62
GRANT OEG-7-14-1230-155-0
EDRS PRICE MF-$0.09 HC-$0.72 18P.

DESCRIPTORS- *ALGEBRA, *GEOMETRY, *GRADE 6, *PROGRAMED INSTRUCTION, *TEACHING MACHINES, AUTOINSTRUCTIONAL AIDS, CALIFORNIA, CALIFORNIA TEST OF MENTAL MATURITY, COMPARATIVE ANALYSIS, CONVENTIONAL INSTRUCTION, ELEMENTARY GRADES, PERFORMANCE, PROGRAM EVALUATION, SAN FRANCISCO, SRA ARITHMETIC ACHIEVEMENT TEST,

THE EXPERIMENT PROPOSED IN THIS STUDY WAS TO SUPPLY EVIDENCE RELEVANT TO THE QUESTION OF HOW MUCH INFLUENCE, IF ANY, A POSTULATED NOVELTY EFFECT WOULD HAVE UPON THE EFFECTIVENESS OF LEARNING IN A SELF-INSTRUCTIONAL SITUATION. THE HYPOTHESIS WAS--THERE WILL BE NO SIGNIFICANT DIFFERENCES IN ACHIEVEMENT OF TWO COMPARABLE GROUPS OF ELEMENTARY PUPILS IN A SELF-INSTRUCTIONAL PROGRAM WHEN ONE OF THE GROUPS USES TEACHING MACHINES FOR THE FIRST TIME AND THE OTHER GROUP HAS HAD EXTENDED PREVIOUS EXPERIENCE WITH THE MACHINES. ONE GROUP OF 11 SIXTH-GRADERS HAD A FALL SEMESTER'S EXPERIENCE WITH A TEACHING MACHINE APPROACH TO LEARNING FUNDAMENTALS OF ALGEBRA. DURING THIS PERIOD A SECOND GROUP OF 12 STUDENTS HAD NO CONTACT WITH THE MACHINES, BUT WAS INTRODUCED TO COMPARABLE ALGEBRA TOPICS BY THE REGULAR CLASSROOM TEACHER. DURING THE SPRING SEMESTER BOTH GROUPS DEVOTED THREE 30-MINUTE SESSIONS PER WEEK TO AN ELEMENTARY GEOMETRY PROGRAM, PRESENTED BY TEACHING MACHINES. PERFORMANCE OF THE TWO GROUPS ON MEASURES OF GEOMETRY KNOWLEDGE ADMINISTERED ON TWO OCCASIONS DURING THE SEMESTER SERVED TO TEST THE

HYPOTHESIS. THE HYPOTHESIS WAS ACCEPTED IN THAT NO DIFFERENCES BETWEEN THE TWO GROUPS WERE DISCOVERED. (JC)

ED 003 606 56

GROUP VERSUS INDIVIDUAL PACING IN PROGRAMED INSTRUCTION.
BY- FRYE, CHARLES H.
OREGON STATE SYSTEM OF HIGHER EDUCATION, MONMOUTH
REPORT NUMBER NDEA-VIIA-847 PUB DATE 61
GRANT OEG-7-47-000-158
EDRS PRICE MF-$0.09 HC-$0.72 18P.

DESCRIPTORS- *HETEROGENEOUS GROUPING, *HOMOGENEOUS GROUPING, *PACING, *PROGRAMED INSTRUCTION, *STUDENTS, HIGH SCHOOL STUDENTS, MONMOUTH, OREGON, TIME FACTORS (LEARNING),

A STUDY WAS CONDUCTED TO INVESTIGATE FEASIBLE CONDITIONS FOR ADAPTING SELF-INSTRUCTIONAL TECHNIQUES TO GROUP SETTINGS. THREE HYPOTHESES WERE TESTED--(1) THE TIME REQUIRED TO COMPLETE A PROGRAM BY A HETEROGENEOUS GROUP-PACED GROUP IS SIGNIFICANTLY GREATER THAN THAT OF A HETEROGENEOUS INDIVIDUALLY PACED GROUP, (2) THE TIME REQUIRED TO COMPLETE A PROGRAM BY A HOMOGENEOUS GROUP-PACED GROUP DOES NOT DIFFER SIGNIFICANTLY FROM THAT REQUIRED BY A HOMOGENEOUS INDIVIDUALLY PACED GROUP, (3) THE TIME REQUIRED TO COMPLETE A PROGRAM BY A HETEROGENEOUS GROUP-PACED GROUP IS SIGNIFICANTLY GREATER THAN THAT REQUIRED BY A HOMOGENEOUS GROUP-PACED GROUP. HIGH SCHOOL FRESHMEN PROVIDED THE SAMPLE. PRETESTING MADE UP THE HOMOGENEOUS AND HETEROGENEOUS GROUPS. TWO SECTIONS OF A LINEAR, SKINNERIAN-TYPE PROGRAM IN MODERN MATHEMATICS WERE USED FOR CONDUCTING THE EXPERIMENT. NONPARAMETRIC STATISTICAL PROCEDURES WERE USED FOR ANALYSIS OF DATA. THE "WILCOXON SIGNED-RANK TEST" WAS USED TO TEST HYPOTHESES ONE AND TWO. THE "WILCOXON COMPOSITE-RANK TEST" WAS USED TO TEST HYPOTHESIS THREE. ALL THREE HYPOTHESES WERE SUBSTANTIATED. (HB)

ED 003 607 56

INTERPOLATED INFORMATION AND STUDENT RESPONSE FEEDBACK DURING "BREAKS" IN TELEVISED AND RELATED MODES OF INSTRUCTION.
BY- GAMES, PAUL A. AND OTHERS
OHIO UNIV., ATHENS
REPORT NUMBER NDEA-VIIA-863 PUB DATE 63
GRANT OEG-7-45-0440-169
EDRS PRICE MF-$0.27 HC-$6.44 161P.

DESCRIPTORS- *COLLEGE STUDENTS, *FILMS, *PROGRAMED INSTRUCTION, *STUDENT REACTION, *TELEVISED INSTRUCTION, ACADEMIC PERFORMANCE, ATHENS, FEEDBACK, OHIO, PERFORMANCE, SOUND FILMS, STUDENT BEHAVIOR, TELEVISION,

THIS STUDY ATTEMPTED TO EXAMINE THE POSSIBILITY OF INCORPORATING CERTAIN CHARACTERISTICS OF PROGRAMED INSTRUCTION INTO LECTURES PRESENTED THROUGH TELEVISION OR RELATED MODES OF INSTRUCTION. SUBJECT AREAS PROGRAMED WERE SPEECH AND STATISTICS. THE FIRST STUDIES WERE DIRECTED TOWARD THE ROLE OF "BREAKS" IN PRESENTATIONS THAT PERMITTED STUDENT RESPONSES TO MULTIPLE-CHOICE QUESTIONS. LATER STUDIES WERE CONCERNED WITH THE ROLE OF BEHAVIORAL OBJECTIVES AS INTERPOLATED MATERIAL DURING "BREAKS." THE FIRST EXPERIMENTS CONTRASTED TELEVISION PRESENTATIONS IN WHICH INTERPOLATED MATERIAL CONSISTED OF EITHER (1) STEM AND ANSWER OF A "TYPICAL QUESTION," OR (2) A MULTIPLE-CHOICE QUESTION. NO SIGNIFICANT DIFFERENCES WERE FOUND. LATER EXPERIMENTS CONCENTRATED ON VARIATIONS IN THE CONDITIONS OF PRESENTATION OF THE BEHAVIORAL OBJECTIVES DURING "BREAKS." THE USE OF PRINTED SHEETS OF THE OBJECTIVES PRODUCED HIGHER MEANS THAN WHEN THE OBJECTIVES WERE ABSENT. OTHER EXPERIMENTS OFFERED NO CLEAR EVIDENCE OF THE SUPERIORITY OF "BREAKS WITH VISUAL OBJECTIVES" OVER "DEAD AIR BREAKS." HOWEVER, THESE TWO CONDITIONS WERE SUPERIOR TO CONTINUOUS PRESENTATIONS ON "OPEN-END" TESTS. SUGGESTIONS ARE MADE FOR POSSIBLE EXPERIMENTS TO CLARIFY THE DISCREPANCIES ASSOCIATED WITH A NUMBER OF THE FINDINGS. (JC)

ED 003 608 56

THE EFFECTIVENESS OF THE DOCUMENTARY SOUND-FILM AS A SUPPLEMENT IN SECONDARY SCHOOL TEACHER EDUCATION--A FOLLOWUP OF FIRST YEAR TEACHER PERFORMANCE.
BY- PATRICK, ROBERT B. DAVISON, HUGH M.
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
REPORT NUMBER NDEA-VIIA-868 PUB DATE 1 SEP 63
GRANT OEG-7-48-0720-177
EDRS PRICE MF-$0.18 HC-$2.48 62P.

DESCRIPTORS- *EDUCATIONAL RESEARCH, *INSTRUCTIONAL FILMS, *METHODS RESEARCH, *SECONDARY SCHOOLS, *TEACHER EDUCATION, *TEACHER EVALUATION, EDUCATIONAL METHODS, ENGLISH, FILMS, MATHEMATICS, PENNSYLVANIA, PROGRAM EVALUATION, SCIENCES, SOCIAL STUDIES, SOUND FILMS, STUDENT TEACHERS, TEACHING TECHNIQUES, TEACHING TECHNIQUES EVALUATION FORM, UNIVERSITY PARK,

THE PURPOSE OF THE STUDY WAS TO DISCOVER IF THE SUPERIOR PERFORMANCE OF STUDENT TEACHERS, WHO HAD SEEN DOCUMENTARY FILMS OF CERTAIN TECHNIQUES OF TEACHING IN THEIR UNDERGRADUATE METHODS COURSES, WOULD CARRY OVER AND COULD BE MEASURED IN THEIR FIRST YEAR OF TEACHING. EXPERIMENTAL METHODS COURSES WERE TAUGHT FOR SECONDARY LEVEL COURSES IN ENGLISH, SOCIAL STUDIES, MATHEMATICS, AND SCIENCE. ONE BASIC AND FIVE SUPPLEMENTARY EVALUATIVE INSTRUMENTS WERE USED. ONLY THE RESULTS FROM THE TEACHING TECHNIQUES EVALUATION FORM AND GRADES BY THE SUPERVISOR SHOWED A STATISTICALLY SIGNIFICANT DIFFERENCE IN FAVOR OF THE DOCUMENTARY FILM TECHNIQUE. WHILE THE UNOBSERVABLE FORMER STUDENTS MIGHT HAVE BIASED THE RESULTS, MAIN SUPPORT FOR FILM USE WAS INDICATED BY THE FAVORABLE OVERALL GRADE FOR THE FILM-VIEWING TEACHERS. (PM)

ED 003 609 56

VISION AND AUDITION IN LANGUAGE LEARNING.
BY- ASHER, JAMES J.
SAN JOSE STATE COLLEGE, CALIF.
REPORT NUMBER NDEA-VIIA-873 PUB DATE 64
GRANT OEG-7-14-1260-156
EDRS PRICE MF-$0.09 HC-$2.00 50P. PERCEPTUAL MOTOR SKILLS, 1964, 19, 255-300 PP

DESCRIPTORS- *AUDITION (HEARING), *JAPANESE, *PERSIAN, *RUSSIAN, *SPANISH, *TRANSFER OF TRAINING, *TURKISH, *VISION, CALIFORNIA, MOTOR SKILLS, PERCEPTION, PHONETICS, SAN JOSE,

THE PRIMARY PURPOSE WAS TO PRESENT DATA FOR THE TRANSFER OF LEARNING FROM ONE SENSORY MODALITY TO ANOTHER, SPECIFICALLY THE RELATIONSHIP BETWEEN VISION AND AUDITION. THE PARAMETER WAS A RANGE OF NATURAL LANGUAGES INCLUDING

SPANISH, JAPANESE, RUSSIAN, TURKISH, AND PERSIAN. THE SECONDARY PURPOSE WAS TO SUGGEST SOME THEORETICAL CONSTRUCTS WHICH MAY ACCOUNT FOR THE DATA, AND THE THIRD PURPOSE WAS TO EXPLORE CERTAIN SIDE ISSUES SUCH AS PRONUNCIATION SHOCK AND THE VALIDITY OF PREDICTORS FOR PAIRED-ASSOCIATE LEARNING. THERE WAS POSITIVE TRANSFER OF LARGE MAGNITUDE FROM VISION TO AUDITION FOR SPANISH, JAPANESE, TURKISH, OR PERSIAN, BUT A SMALL, NEGATIVE TRANSFER FOR RUSSIAN. THERE WAS POSITIVE TRANSFER FROM AUDITION TO VISION FOR SPANISH, JAPANESE, AND RUSSIAN, BUT TRANSFER WAS NEUTRAL FOR TURKISH AND NEGATIVE FOR PERSIAN. THE MAGNITUDE OF THE POSITIVE TRANSFER WAS USUALLY HIGHER FROM VISION TO AUDITION THAN AUDITION TO VISION. MUCH OF THE TRANSFER DATA SEEMED TO BE ACCOUNTED FOR WITH A PHONETIC FIT HYPOTHESIS AND A CENTRAL MEDIATION HYPOTHESIS OF SENSORY PROCESS. THE FIRST CONCEPT, THAT OF PHONETIC FIT, POSTULATES THAT POSITIVE TRANSFER WILL BE A FUNCTION OF THE CONGRUENT MATCH BETWEEN THE SPOKEN AND WRITTEN LANGUAGE. THE GREATER THE CONGRUENCY, THE HIGHER THE PROBABILITY OF POSITIVE TRANSFER BETWEEN SENSORY CHANNELS. THE SECOND CONCEPT, THE CENTRAL MEDIATION HYPOTHESIS, SUGGESTS THAT THE DIRECTION AND AMOUNT OF TRANSFER ARE FUNCTIONS OF DATA PROCESSING NOT AT THE SENSORY RECEPTOR LEVEL, BUT AT SOME CENTRALIZED LOCATION IN THE BRAIN. (LP)

ED 003 610 56

PERCEPTION AND TELEVISION--PHYSIOLOGICAL FACTORS OF TELEVISION VIEWING.
BY- GUBA, EGON AND OTHERS
OHIO STATE UNIV., COLUMBUS, RESEARCH FOUNDATION
REPORT NUMBER NDEA-VIIA-875 PUB DATE 1 APR 64
REPORT NUMBER RF-1402-FR
GRANT OEG-7-45-0430-168-0
EDRS PRICE MF-$0.27 HC-$5.44 136P.

DESCRIPTORS- *EXPERIMENTS, *EYE MOVEMENTS, *FILMS, *TELEVISION VIEWING, *VISUAL PERCEPTION, COLUMBUS, EXPERIMENTAL PROGRAMS, EYE FIXATIONS, GRADE 5, OHIO,

AN EXPERIMENTAL SYSTEM WAS DEVELOPED FOR RECORDING EYE-MOVEMENT DATA. RAW DATA WERE IN THE FORM OF MOTION PICTURES TAKEN OF THE MONITOR OF A CLOSED LOOP TELEVISION SYSTEM. A TELEVISION CAMERA WAS MOUNTED ON THE SUBJECTS' FIELD OF VIEW. THE EYE MARKER APPEARED AS A SMALL SPOT OF LIGHT AND INDICATED THE POINT IN THE VISUAL FIELD AT WHICH THE SUBJECT HAD DIRECTED HIS GAZE. EYE-MOVEMENT DATA WERE RECORDED FOR A SAMPLE OF 43 FIFTH-GRADERS AS THEY VIEWED A TYPICAL EDUCATIONAL TELEVISION PRESENTATION. THE DATA WERE ANALYZED IN TERMS OF EYE-MOVEMENT INDEXES AND GENERAL DESCRIPTIONS. A SLOW SPEED PROJECTOR AND A FRAME-BY-FRAME FILM VIEWER WERE USED IN THE ANALYSIS. THERE WAS A MARKED CLUSTERING OF THE EYE MARKER ON CERTAIN AREAS OF THE VISUAL FIELD. THE MOST DEFINITE TENDENCY WAS FOR SUBJECTS TO FOCUS ON THE NARRATOR'S FACE. THE EYE MARKER OFTEN CHANGED IN FOCUS. EYE MOVEMENTS DID NOT FALL INTO THE TWO CLASSIC TYPES--FIXATIONS AND SACCADES. RATHER, A CONTINUUM OF MOVEMENT WAS OBSERVED. EYE MOVEMENTS TENDED TO BE LIMITED TO A SMALL AREA WHEN THE SCENE BECAME DYNAMICALLY COMPLEX. PATTERN DIFFERENCES RELATING TO INTELLIGENCE WERE IDENTIFIED. IMPLICATIONS AND SUGGESTIONS FOR FURTHER RESEARCH ARE MADE. (JC)

ED 003 611 56

AN EVALUATION OF TWO METHODS USING MAGNETIC TAPE RECORDINGS FOR PROGRAMED INSTRUCTION IN THE ELEMENTAL MATERIALS OF MUSIC.
BY- SPOHN, CHARLES L. POLAND, WILLIAM
OHIO STATE UNIV., COLUMBUS, RESEARCH FOUNDATION
REPORT NUMBER NDEA-VIIA-876 PUB DATE JAN 64
REPORT NUMBER RF-1407-FR
GRANT OEG-7-34-0430-172
EDRS PRICE MF-$0.27 HC-$7.36 184P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *INSTRUCTIONAL INNOVATION, *MUSIC EDUCATION, *PROGRAM EVALUATION, *PROGRAMED INSTRUCTION, *TAPE RECORDINGS, COLUMBUS, OHIO, PERCEPTION,

THIS RESEARCH INVESTIGATED THE DIFFERENTIAL EFFECTS OF AURAL OR VISUAL PRESENTATION OF BASIC MUSIC MATERIALS AND WRITTEN OR VOICE RESPONSES. NEW METHODOLOGY AND TECHNOLOGY WERE EMPLOYED IN A CONTROLLED LABORATORY SITUATION WITH BOTH GRATIFYING AND THOUGHT-PROVOKING RESULTS. WHERE SIGNIFICANT EFFECTS WERE DUE TO THE EXPERIMENTAL TREATMENT, THE RESPONSE WHICH STUDENTS MADE SHOWED A GREATER EFFECT THAN DID THE STIMULUS PRESENTATION, EXCEPT IN THREE INSTANCES. THE PATTERNS OF THE EFFECTS CAUSED BY THE TREATMENT VARIED WITH THE TASKS PERFORMED AND THE KIND OF MATERIAL. THE BACKGROUND FACTORS, WHICH INCLUDED VARIOUS ASPECTS OF SPECIFIC MUSIC TRAINING AS WELL AS GENERAL EDUCATION, HAD SOME INFLUENCES UPON THE STUDENT'S BEHAVIOR. A BETTER UNDERSTANDING OF STIMULUS-RESPONSE EFFECTS HAS BEEN OBTAINED, AS WELL AS SOME DEVELOPMENT OF AN IMPROVED ENVIRONMENT FOR LEARNING ISOLATED MUSIC ELEMENTS. RESULTS OF THE INVESTIGATION INDICATE (1) THERE IS NO ONE BEST METHOD OF USING AURAL AND VISUAL MATERIALS FOR THE LEARNING OF MUSIC AND (2) THE PARTICULAR OBJECTIVE DETERMINES WHAT METHOD IS THE MOST EFFECTIVE. (LP)

ED 003 612 56

DEVELOPMENT AND EVALUATION OF RECORDED PROGRAMED EXPERIENCES IN CREATIVE THINKING IN THE FOURTH GRADE.
BY- TORRANCE, E. PAUL GUPTA, RAM
MINNESOTA UNIV., MINNEAPOLIS, BUR. OF EDUC. RES.
REPORT NUMBER NDEA-VIIA-880 PUB DATE FEB 64
MINNESOTA UNIV., MINNEAPOLIS, COLL. OF EDUCATION
EDRS PRICE MF-$0.36 HC-$8.20 205P.

DESCRIPTORS- *CREATIVE TEACHING, *CREATIVE THINKING, *CREATIVITY, *CURRICULUM ENRICHMENT, *PHONOTAPE RECORDINGS, AUDIOVISUAL AIDS, BRUNSWICK, CREATIVE DEVELOPMENT, CREATIVE EXPRESSION, ENRICHMENT EXPERIENCES, GEORGIA, GRADE 4, MINNEAPOLIS, MINNESOTA, PROGRAMED MATERIALS, RICHFIELD, SIOUX FALLS, SOUTH DAKOTA,

THIS PROJECT INVESTIGATED TWO PROBLEMS RELATED TO THE DEVELOPMENT OF CREATIVE THINKING ABILITIES AT THE FOURTH-GRADE LEVEL--(1) THE DIFFICULTIES TEACHERS EXPERIENCE IN ENCOURAGING AND GUIDING CREATIVE EXPERIENCES IN THE CLASSROOM AND RELATING THEM TO CURRICULAR CONTENT AND (2) THE DEVELOPMENT OF WAYS FOR COUNTERACTING THE NUMEROUS INFLUENCES WHICH BRING ABOUT A SLUMP IN CREATIVE THINKING ABILITIES, MOTIVATIONS, AND ACTIVITIES AT ABOUT THE FOURTH-GRADE LEVEL. SUBJECTS OF THE STUDY INCLUDED 30 FOURTH-GRADE CLASSES FROM 3 STATES. TEACHERS IN THE PROJECT EXPERIMENTAL GROUPS AGREED TO USE EXPERIMENTAL AUDIOTAPES, AND THOSE IN THE CONTROL GROUPS

WERE INSTRUCTED TO USE CONVENTIONAL INSTRUCTION. BEFORE THE EXPERIMENTAL MATERIALS WERE INTRODUCED, A NUMBER OF ASSESSMENT DEVICES WERE ADMINISTERED TO PARTICIPATING STUDENTS. NEAR THE END OF THE SCHOOL TERM AND UPON COMPLETION OF THE EXPERIMENTAL PROGRAM, ALL CLASSES WERE READMINISTERED THE CREATIVITY ASSESSMENT DEVICES. IN SPITE OF THE FACT THAT MANY OF THE TEACHERS IN THE CONTROL GROUPS USED A VARIETY OF DELIBERATE METHODS TO ENCOURAGE CREATIVITY AND THAT SOME OF THE EXPERIMENTAL CLASSES DID NOT PROPERLY USE THE EXPERIMENTAL MATERIALS, THE EVIDENCE WAS IN FAVOR OF THE EXPERIMENTAL PROCEDURES. (JC)

ED 003 613 56

CLASSROOM SIMULATION--A NEW DIMENSION IN TEACHER EDUCATION.
BY- KERSH, BERT Y.
OREGON STATE SYSTEM OF HIGHER EDUCATION, MONMOUTH
REPORT NUMBER NDEA-VIIA-886 PUB DATE 30 JUN 63
GRANT OEG-7-47-0000-164
EDRS PRICE MF-$0.18 HC-$4.32 108P.

DESCRIPTORS- *CLASSROOM TECHNIQUES, *INSTRUCTIONAL FILMS, *SIMULATION, *TEACHER EDUCATION, *TEACHING TECHNIQUES, AUDIOVISUAL AIDS, ELEMENTARY SCHOOL TEACHERS, EXPERIMENTAL PROGRAMS, EXPERIMENTAL TEACHING, GRADE 6, METHODOLOGY, MONMOUTH, OREGON, PRESERVICE EDUCATION, PROBLEM SOLVING, SOUND FILMS, TEACHER RESPONSE,

THE OBJECTIVES OF THIS STUDY WERE TO DEVELOP A PROGRAM OF CLASSROOM SIMULATION FOR THE PRESERVICE EDUCATION OF ELEMENTARY SCHOOL TEACHERS AND TO CONDUCT A TEST OF THAT PROGRAM. A SINGLE SIXTH-GRADE CLASSROOM WAS SIMULATED THROUGH THE USE OF FILMS AND PRINTED MATERIALS. A TEST GROUP OF 40 STUDENTS, DIVIDED INTO 4 GROUPS, WAS PRESENTED WITH 60 PROBLEM SEQUENCES. THE STUDENTS WERE ASKED TO MAKE AN APPROPRIATE RESPONSE TO EACH SITUATION AND THE EXPERIMENTER PROJECTED AN APPROPRIATE FEEDBACK SEQUENCE. FOUR METHODS WERE USED TO PRESENT THE SEQUENCES--(1) LARGE MOTION PICTURES, THE MOST REALISTIC, (2) SMALL MOTION PICTURES, INTERMEDIATE, (3) LARGE STILLS, INTERMEDIATE, AND (4) SMALL STILLS, LEAST REALISTIC. ANALYSIS OF VARIANCE IN THE POST-TEST SCORES REVEALED A SIGNIFICANT DIFFERENCE IN FAVOR OF THE SMALL STILLS, THE LEAST REALISTIC. ALL OTHER DIFFERENCES WERE INSIGNIFICANT. (PM)

ED 003 614 56

REQUIREMENTS FOR GRAPHIC TEACHING MACHINES.
BY- HICKEY, ALBERT AND OTHERS
NORTHEASTERN UNIVERSITY, BOSTON, MASS.
REPORT NUMBER NDEA-VIIA-899 PUB DATE 31 DEC 62
GRANT OEG-7-31-0570-161
EDRS PRICE MF-$0.18 HC-$3.08 77P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *GRAPHIC ARTS, *MATHEMATICAL CONCEPTS, *TEACHING MACHINES, *TEXTBOOK EVALUATION, ALGEBRA, BOSTON, EXPERIMENTAL PROGRAMS, HIGH SCHOOLS, INSTRUCTIONAL MATERIALS, LEARNING PROCESSES, MASSACHUSETTS, STIMULUS BEHAVIOR, TEACHING TECHNIQUES, TEXTBOOKS,

AN EXPERIMENT WAS REPORTED WHICH DEMONSTRATES THAT GRAPHICS ARE MORE EFFECTIVE THAN SYMBOLS IN ACQUIRING ALGEBRA CONCEPTS. THE SECOND PHASE OF THE STUDY DEMONSTRATED THAT GRAPHICS IN HIGH SCHOOL TEXTBOOKS WERE RELIABLY CLASSIFIED IN A MATRIX OF 480 FUNCTIONAL STIMULUS-RESPONSE CATEGORIES. SUGGESTIONS WERE MADE FOR EXTENDING THE CLASSIFICATION SYSTEM TO OTHER INSTRUCTIONAL MEDIA, INCLUDING MOTION PICTURES AND EDUCATIONAL TELEVISION. THE INFORMATION DYNAMICS CORPORATION DISCUSSED THE OPTICAL AND MECHANICAL REQUIREMENTS FOR GRAPHIC TEACHING MACHINES IN THE THIRD PHASE. PHASE THREE IS REPORTED IN ED 003 615. (RS)

ED 003 615 56

PHYSICAL REQUIREMENTS FOR TEACHING MACHINES USING GRAPHIC DISPLAYS. FINAL REPORT, SUPPLEMENT.
BY- WAITE, D.P.
NORTHEASTERN UNIVERSITY, BOSTON, MASS.
REPORT NUMBER NDEA-VIIA-899-SUPPL PUB DATE JAN 63
GRANT OEG-7-31-0570-161
EDRS PRICE MF-$0.27 HC-$6.92 173P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *AUTOINSTRUCTIONAL AIDS, *EQUIPMENT STANDARDS, *GRAPHIC ARTS, *INSTRUCTIONAL MATERIALS, *PROJECTION EQUIPMENT, *TEACHING MACHINES, BOSTON, DESIGN, EVALUATION TECHNIQUES, FILMS, INFORMATION DYNAMICS CORPORATION, MASSACHUSETTS, SECONDARY SCHOOLS, TEACHING TECHNIQUES,

THE OPTICAL AND MECHANICAL REQUIREMENTS FOR GRAPHIC TEACHING MACHINES WERE DISCUSSED IN THIS SUPPLEMENT TO THE FINAL REPORT (ED 003 614). THE DESCRIPTIONS INCLUDED THE DESIGN OF AN AUTOINSTRUCTION SYSTEM, THE FUNDAMENTALS OF PROJECTION DISPLAY, MICROIMAGE PROGRAM MEDIA CHARACTERISTICS, USER NEEDS IN THE SECONDARY SCHOOLS, DETAILS OF EQUIPMENT DESIGN FACTORS, AND DETAILED CONSIDERATIONS IN PREPARATION OF PROGRAM FILMS. IT WAS RECOMMENDED THAT, IN ADDITION TO MAKING AN EVALUATION OF THE SELF-INSTRUCTIONAL MATERIALS, AN EVALUATION OF THE MACHINE SHOULD ALSO BE MADE. (RS)

ED 003 616 56

DIRECTED DISCOVERY VS. PROGRAMED INSTRUCTION--A TEST OF A THEORETICAL POSITION INVOLVING EDUCATIONAL TECHNOLOGY.
BY- KERSH, BERT Y.
OREGON STATE SYSTEM OF HIGHER EDUCATION, MONMOUTH
REPORT NUMBER NDEA-VIIA-907 PUB DATE 31 MAR 64
REPORT NUMBER R-26
GRANT OEG-7-47-0000-165-0
EDRS PRICE MF-$0.18 HC-$3.44 86P.

DESCRIPTORS- *DISCOVERY PROCESSES, *GRADE 5, *INSTRUCTIONAL DESIGN, *PROGRAMED MATERIALS, *PROGRAMED UNITS, INSTRUCTIONAL MATERIALS, MATHEMATICS, MONMOUTH, OREGON, PROGRAM EVALUATION, PROGRAMED INSTRUCTION,

THIS STUDY SOUGHT TO DETERMINE IF HIGHLY DIRECTED (PROGRAMED) LEARNING IS SUPERIOR TO NONDIRECTED (DISCOVERY-TYPE) LEARNING. SPECIAL UNITS IN MATHEMATICS WHICH EMPLOYED A DISCOVERY METHOD WERE DEVELOPED AT THE FIFTH-GRADE LEVEL. NEXT, A PROGRAMED MODIFICATION OF THE BASIC UNIT OF INSTRUCTION WAS DEVELOPED. FINALLY, ANOTHER PROGRAM OF INSTRUCTION WAS DEVELOPED TO TEACH THE SAME INSTRUCTIONAL OBJECTIVES AS THE BASIC INSTRUCTIONAL UNIT, BUT WITHOUT EMPLOYING THE DISCOVERY METHOD. THE PROGRAMED MATERIALS WERE DEVELOPED SO THAT A HIGHLY DETAILED DOCUMENTATION OF THE PROGRAM DESIGN COULD BE PROVIDED. THE EVIDENCE OBTAINED INDICATED THAT THE DESIRABLE LEARNING OUTCOMES WHICH

SOMETIMES RESULT FROM LEARNING-BY-DISCOVERY CANNOT BE ADEQUATELY EXPLAINED IN TERMS OF OPERANT CONDITIONING. IT IS POSSIBLE, MOREOVER, THAT SEARCHING BEHAVIOR MAY NOT BE LEARNED FROM A DISCOVERY-TYPE INSTRUCTIONAL EXPERIENCE AT ALL. AS A RESULT, THE PROJECT IMPLICATIONS DEAL MORE WITH DESIGNING INSTRUCTIONAL UNITS THAN WITH THE RESEARCH PROBLEM, LEARNING-BY-DISCOVERY. (GD)

ED 003 617 56

MEASUREMENT PROCEDURES IN PROGRAMED INSTRUCTION.
BY- SCHUTZ, RICHARD E. AND OTHERS
ARIZONA STATE UNIV., TEMPE
REPORT NUMBER NDEA-VIIA-909 PUB DATE 31 AUG 64
GRANT OEG-7-12-0030-160
EDRS PRICE MF-$0.27 HC-$7.80 195P.

DESCRIPTORS- *ELEMENTARY SCHOOL STUDENTS, *EXPERIMENTAL PROGRAMS, *MEASUREMENT TECHNIQUES, *METHODS RESEARCH, *PROGRAMED INSTRUCTION, ARITHMETIC, ARIZONA, COMPARATIVE ANALYSIS, COMPUTER ORIENTED PROGRAMS, CONVENTIONAL INSTRUCTION, LANGUAGE ARTS, TEMPE,

FIVE EXPERIMENTS WERE CONDUCTED TO DETERMINE METHODS OF USING CONVENTIONAL MEASUREMENT PROCEDURES WITH PROGRAMED INSTRUCTION. THE EXPERIMENTS FOCUSED ON THREE SUBJECT AREAS CAPITALIZATION, PUNCTUATION, AND ARITHMETIC MANIPULATION OF COMMON FRACTIONS. PUPILS FROM THE FOURTH TO SIXTH GRADES OF THREE ELEMENTARY SCHOOL DISTRICTS COMPRISED THE SAMPLE. THE SAME GENERAL STRATEGY WAS EMPLOYED IN EACH SUBJECT AREA. BEHAVIORAL OBJECTIVES WERE SPECIFIED AND THEN THE INSTRUCTIONAL SEQUENCES WERE PREPARED TO BE CONSISTENT WITH THE SPECIFICATION. THE PROGRAMS AND THEIR MEASUREMENT DEVICES WERE INCLUDED IN THE PRELIMINARY EXPERIMENTS. THE FINDINGS PROVIDED A BASIS FOR PRECISE ANALYSIS, REFINED SEQUENCE, AND A SET OF MEASURES. A FINAL STUDY WAS CONDUCTED. THE RESULTS OF THE EXPERIMENTS INDICATED THAT FORMAL MEASUREMENT CAN FULFILL AN IMPORTANT ROLE IN PROGRAMED INSTRUCTION, BUT THAT CONTROL IS REQUIRED ON NON-PSYCHOMETRIC AS WELL AS PSYCHOMETRIC VARIABLES. FURTHER RESEARCH ACTIVITY WAS SUGGESTED TO DIRECT IMMEDIATE ATTENTION TOWARD MAXIMIZING THE EXTERNAL VALIDITY OF THE RESULTS, AND THE DEVELOPMENT OF A SEQUENCE OF INSTRUCTIONAL CUES AND TEST ITEMS FOR A COMPUTER-TYPE SYSTEM. (RS)

ED 003 618 56

A STUDY OF THE EFFECTS OF AUTOMATED INFORMATION RETRIEVAL ON UNIVERSITY STUDENTS.
BY- PERRY, JAMES W. AND OTHERS
ARIZONA UNIV., TUCSON
REPORT NUMBER NDEA-VIIA-914 PUB DATE 3 JUN 64
GRANT OEG-7-12-0070-174-0
EDRS PRICE MF-$0.09 HC-$0.64 16P.

DESCRIPTORS- *COLLEGE STUDENTS, *INFORMATION RETRIEVAL, *SOCIAL SCIENCES, *STUDENT REACTION, *SYSTEMS DEVELOPMENT, ARIZONA, COMPARATIVE TESTING, COMPUTER BASED LABORATORIES, PILOT PROJECTS, SOCIOLOGY, TUCSON,

AUTOMATED SYSTEMS WERE USED IN THIS STUDY WITH STUDENTS ENROLLED IN A LARGE UNDERGRADUATE SOCIOLOGY CLASS. THE EXPERIMENT WAS DIVIDED INTO THREE PHASES--DOCUMENTATION, EXPERIMENTATION, AND MEASUREMENT OF CRITERIA AND ANALYSES. PHASE 1 DEALT WITH THE PROBLEMS OF ABSTRACTING AND ENCODING SOCIAL SCIENCE LITERATURE AND ALSO THE DEVELOPMENT OF A SYSTEM FOR PROCESSING THE DOCUMENTS. PHASE 2 INCLUDED TESTING TO DETERMINE THE EFFECT OF INFORMATION RETRIEVAL ON 180 RANDOMLY SELECTED STUDENTS. THE SUBJECTS WERE ASSIGNED TO EITHER THE EXPERIMENTAL GROUP OR THE CONTROL GROUP. ALL SUBJECTS ATTENDED THE SAME ACTIVITIES AND RECEIVED THE SAME ASSIGNMENTS, BUT ONLY THE EXPERIMENTAL GROUP WAS PERMITTED TO USE THE AUTOMATED SYSTEM. PHASE 3 WAS DEVOTED TO CRITERIA MEASUREMENT AND ANALYSIS OF DATA. THE RESULTS INDICATED THAT NO SIGNIFICANT DIFFERENCES EXISTED BETWEEN THE GROUPS, BUT A FAVORABLE ATTITUDE EXISTED FOR USE OF THE RETRIEVAL SYSTEM. THE PILOT STUDY WAS CONTINUED FOR ANOTHER YEAR AND REVISIONS WERE MADE. THESE METHODS AND REVISIONS ARE CURRENTLY BEING WRITTEN, AND WILL BECOME AVAILABLE IN THE FUTURE. (RS)

ED 003 619 56

ASSESSMENT OF A GRADUATE LEVEL SELF-TEACHING TECHNIQUE BASED ON A COMBINATION OF PROGRAMED INSTRUCTION AND THE CASE METHOD.
BY- WYNN, D. RICHARD MCKEEGAN, HUGH F.
PITTSBURGH UNIV., PA., SCHOOL OF EDUCATION
REPORT NUMBER NDEA-VIIA-939 PUB DATE SEP 63
GRANT OEG-7-48-1110-179
EDRS PRICE MF-$0.18 HC-$4.60 115P.

DESCRIPTORS- *CASE STUDIES (EDUCATION), *GRADUATE STUDY, *LAW INSTRUCTION, *SCHOOL LAW, *TEACHING TECHNIQUES, ACHIEVEMENT TESTS, AUTOINSTRUCTIONAL METHODS, AUTOINSTRUCTIONAL PROGRAMS, PENNSYLVANIA, PITTSBURGH, PROGRAMED INSTRUCTION, PROGRAMED MATERIALS, PROGRAMED UNITS,

THIS STUDY ASSESSED THE VALUE OF A COMBINATION OF PROGRAMED INSTRUCTION AND THE CASE METHOD AS A GRADUATE-LEVEL TEACHING TECHNIQUE. TESTS, SYLLABI, AND PROGRAMED CASE STUDIES WERE DEVELOPED FOR CLASSES IN SCHOOL LAW AT FOUR UNIVERSITIES. THE STUDENTS WERE PRE- AND POST-TESTED AND WERE RATED ON BOTH ACHIEVEMENT AND AN OPINION SCALE. IN THE POST-ACHIEVEMENT AND RETENTION TESTS, THE EXPERIMENTAL GROUPS SCORED HIGHER THAN THOSE IN THE CONVENTIONAL CASE STUDY-DISCUSSION GROUPS. HOWEVER, NO DIFFERENCE COULD BE FOUND IN THE STUDENT ATTITUDES IN EITHER GROUP. THE CONCLUSIONS STATED THAT SUCH A PROGRAM APPEARED QUITE SUITABLE FOR LIMITED USE AS A GRADUATE-LEVEL TEACHING TECHNIQUE AND SHOULD PROVE SUITABLE IN THE AREAS OF MEDICINE, LAW, AND SOCIAL WORK. RECOMMENDATIONS FOR FURTHER STUDY SUGGESTED AN EXTENSION OF THE WORK FOR ADDITIONAL UNITS ON OTHER TOPICS AND A STUDY OF READING ABILITY AND ITS RELATIONSHIP TO ACHIEVEMENT AND STUDENT SATISFACTION WITH PROGRAMED MATERIALS. (PM)

ED 003 620 56

MOTION PICTURES AS TEST STIMULI--AN APPLICATION OF NEW MEDIA TO THE PREDICTION OF COMPLEX BEHAVIOR. FINAL REPORT.
BY- SCHALOCK, HENRY D. AND OTHERS
OREGON STATE SYSTEM OF HIGHER EDUCATION, MONMOUTH
REPORT NUMBER NDEA-VIIA-971 PUB DATE 31 DEC 64
REPORT NUMBER R-33
GRANT OEG-7-47-0000-186
EDRS PRICE MF-$0.63 HC-$19.08 477P.

DESCRIPTORS- *BEHAVIOR, *FILMS, *PREDICTIVE MEASUREMENT, *SIMULATION, *TEACHER EVALUATION, MEASUREMENT TECHNIQUES, MEDIA RESEARCH, MINNESOTA TEACHER ATTITUDE INVENTORY (MTAI), MONMOUTH, OREGON, PREDICTIVE VALIDITY, STIMULUS DEVICES, STUDENT TEACHERS, TEACHER ATTITUDES, TESTING, TESTING PROBLEMS,

THE PURPOSE OF THE STUDY WAS TO TEST THE HYPOTHESIS THAT, WHEN STIMULI PRESENTED IN TESTS TO RESPONDENTS INCREASE IN THEIR APPROXIMATION TO THE COMPLEXITY OF RELATED LIFE BEHAVIOR, EFFICIENCY OF TESTS IN PREDICTING LIFE BEHAVIOR WILL ALSO INCREASE. THE STUDY WAS CARRIED OUT IN THE CONTEXT OF TEACHER EDUCATION, WITH ACTUAL CLASSROOM BEHAVIOR OF STUDENT TEACHERS AS THE CRITERION. THE BEHAVIOR PREDICTORS RANGED FROM SIMPLE (SINGLE-DIMENSION WORDS AS STIMULI) TO COMPLEX (MULTIPLE-DIMENSION BEHAVIOR AS STIMULI). THE STATISTICAL ANALYSIS PROPOSED TO DETERMINE AN ORDER FOR THE PREDICTION INSTRUMENTS. NO ORDER WAS SUBSTANTIATED BY USING GROSS SCORING, BUT THE SUBTESTS GENERALLY SUBSTANTIATED THE NOTION THAT AS THE TESTS INCREASE IN COMPLEXITY THE EFFICIENCY OF THEIR PREDICTION IS INCREASED. (JK)

ED 003 621 56

AN EXPLORATION OF NONWORDAL PROGRAMING IN MATHEMATICS AND SCIENCE.
BY- SMITH, M. DANIEL
EARLHAM COLL., RICHMOND, IND.
REPORT NUMBER NDEA-VIIA-977 PUB DATE 64
GRANT OEG-7-24-0090-176
EDRS PRICE MF-$0.09 HC-$1.04 26P.

DESCRIPTORS- *AUTOINSTRUCTIONAL PROGRAMS, *BRANCHING, *CONSTRUCTED RESPONSE, *NONVERBAL LEARNING, *RESPONSE MODE, INDIANA, MATHEMATICS INSTRUCTION, PROGRAMED TEXTS, RICHMOND, SCIENCE INSTRUCTION, STIMULI, SYMBOLIC LANGUAGE,

THIS IS A STUDY OF AUTOINSTRUCTIONAL PROGRAMING IN WHICH THE LINEAR FORMAT REQUIRES SYMBOLIC, NONVERBAL RESPONSES. THE NONVERBAL RESPONSES ARE A SEQUENCE OF TASKS. THE NONVERBAL MATERIAL CONSISTED OF GRAPHIC AND SYMBOLIC REPRESENTATIONS OF VECTORS. SIGNIFICANT DIFFERENCES IN LEARNING BETWEEN GROUPS USING VERBAL AND NONVERBAL PRESENTATIONS OF SIMILAR MATERIAL WERE NOT FOUND. (JK)

ED 003 622 56

PROGRAMED INSTRUCTION AND THE CORRECTION OF WRITTEN LANGUAGE OF ADOLESCENT DEAF STUDENTS.
BY- BIRCH, JACK W. STUCKLESS, E. ROSS
PITTSBURGH UNIV., PA., SCHOOL OF EDUCATION
REPORT NUMBER NDEA-VIIA-978 PUB DATE DEC 63
GRANT OEG-7-48-1110-188
EDRS PRICE MF-$0.18 HC-$3.36 84P.

DESCRIPTORS- *DEAF EDUCATION, *GRAMMAR, *MATERIAL DEVELOPMENT, *PROGRAMED INSTRUCTION, *WRITTEN LANGUAGE, ADOLESCENTS, CONVENTIONAL INSTRUCTION, MEASUREMENT TECHNIQUES, PENNSYLVANIA, PITTSBURGH,

SPECIAL PROGRAMS FOR THE DEAF WERE DEVELOPED TO DETERMINE IF GRAMMATICAL ERRORS IN WRITTEN LANGUAGE COULD BE REDUCED. PRELIMINARY ANALYSES WERE MADE ON THE LANGUAGE OF DEAF STUDENTS AND USED AS A GUIDE FOR THE SELECTION OF GRAMMAR MATERIAL TO BE PROGRAMED. ONE CONTROL GROUP AND TWO EXPERIMENTAL GROUPS WERE USED IN THE STUDY. THE SAMPLES CONSISTED OF ADOLESCENT DEAF STUDENTS WHO WERE ASSIGNED TO ONE OF THE THREE GROUPS. EXPERIMENTAL GROUP 1 CONSISTED OF 57 SUBJECTS, EXPERIMENTAL 2, 52, AND THE CONTROL GROUP, 105 SUBJECTS. THE TWO EXPERIMENTAL GROUPS RECEIVED TWO DIFFERENT TREATMENTS, WHILE THE CONTROL GROUP RECEIVED REPRESENTATIVE INSTRUCTION. THE TREATMENTS WERE DIVIDED INTO DEDUCTIVE AND INDUCTIVE FORMS OF PROGRAMS. PROGRAMED LANGUAGE INSTRUCTION IS DEMONSTRABLY EFFECTIVE FOR TEACHING DEAF STUDENTS, PARTICULARLY WHEN COUPLED WITH CONVENTIONAL INSTRUCTION AND USED SKILLFULLY. (JK)

ED 003 623 56

A STUDY OF ATTITUDINAL CHANGES OF TEACHERS AND PUPILS TOWARD EDUCATIONAL TELEVISION AND AN ANALYSIS OF ATTITUDES OF VARIOUS GROUPS TOWARD EDUCATIONAL TELEVISION.
BY- HARDAWAY, CHARLES W. AND OTHERS
INDIANA STATE UNIV., TERRE HAUTE
REPORT NUMBER NDEA-VIIA-988 PUB DATE JUN 63
GRANT OEG-7-24-0190-175
EDRS PRICE MF-$0.09 HC-$1.40 35P.

DESCRIPTORS- *ATTITUDES, *FORCED CHOICE TECHNIQUE, *INSTRUCTIONAL IMPROVEMENT, *INSTRUCTIONAL TELEVISION, *PSYCHOLOGICAL TESTING, EDUCATIONAL TELEVISION, ELEMENTARY EDUCATION, INDIANA, INSTRUCTIONAL INNOVATION, MEDIA RESEARCH, RATING SCALES, SECONDARY EDUCATION, TEACHER ROLE, TERRE HAUTE,

THE PURPOSE WAS AN INVESTIGATION OF THE EFFECTS OF 1 YEAR'S UTILIZATION OF EDUCATION TELEVISION UPON THE ATTITUDES OF A SELECTED SAMPLE OF TEACHERS AND PUPILS AT BOTH THE ELEMENTARY AND SECONDARY LEVELS. ATTITUDE SCALES WERE DEVELOPED FOR OBJECTIVE MEASUREMENTS OF THE ATTITUDES OF PUPILS AND TEACHERS. EACH SCALE ENCOMPASSED (1) CURRICULAR CONTENT, (2) INSTRUCTIONAL EFFECTIVENESS, (3) ROLE OF THE TEACHER, AND (4) ROLE OF THE PUPIL. THE SCALE ITEMS REQUIRED FORCED-CHOICE ANSWERS. THEY WERE TESTED AND REVISED. THE SCALES WERE ADMINISTERED BEFORE AND AFTER TELEVISION PRESENTATIONS TO 1,633 ELEMENTARY PUPILS, 1,487 SECONDARY PUPILS, AND 401 TEACHERS FROM SOUTHWESTERN INDIANA AND SOUTHEASTERN ILLINOIS. USABLE DATA WERE RECEIVED FROM 10 ELEMENTARY AND 10 SECONDARY SCHOOLS. TOTALS AND MEANS WERE COMPUTED FOR EACH SCHOOL, GRADE, AND SUBJECT AREA. DATA ON TEACHERS WERE PROCESSED TO DETERMINE (1) TOTAL SCORE, (2) GRADE LEVEL TAUGHT, SEX, TV SUBJECT TAUGHT, YEARS OF EXPERIENCE, RESPONSE TO EACH ITEM, AND (3) WHETHER OR NOT THE TEACHER HAD PARTICIPATED IN A COURSE OR WORKSHOP ON THE UTILIZATION OF INSTRUCTIONAL TELEVISION. CONFIDENTIAL FORMS WERE SENT TO 20 SCHOOL ADMINISTRATORS FOR THEIR RATING OF TEACHERS ON A 6-POINT SCALE. IN GENERAL, THE FINDS ARE CONSISTENT WITH THOSE OF OTHER ATTITUDINAL STUDIES IN INSTRUCTIONAL TELEVISION AND OTHER EDUCATIONAL INNOVATIONS. AFTER A 1-YEAR USE, RESULTS WERE EQUIVOCAL. (HB)

ED 003 624 56

PRELIMINARY FACTOR ANALYSIS OF VISUAL COGNITION AND MEMORY. STUDIES IN CINE-PSYCHOMETRY, FINAL REPORT, PART I.
BY- SEIBERT, WARREN F. AND OTHERS
PURDUE UNIV., LAFAYETTE, IND.
REPORT NUMBER NDEA-VIIA-991-1 PUB DATE JUL 65
GRANT OEG-7-12-0280-184

EDRS PRICE MF-$0.18 HC-$4.52 113P.

DESCRIPTORS- *COGNITIVE ABILITY, *COGNITIVE MEASUREMENT, *FACTOR ANALYSIS, *FILMS, *PSYCHOMETRICS, *VISUAL PERCEPTION, AUDIOVISUAL AIDS, COGNITIVE PROCESSES, COLLEGE STUDENTS, GUILFORD'S STRUCTURE OF INTELLECT, INDIANA, INTELLIGENCE DIFFERENCES, LAFAYETTE, MEDIA RESEARCH, TASK PERFORMANCE, VISUAL DISCRIMINATION,

PRELIMINARY ANALYSES WERE UNDERTAKEN TO DETERMINE THE POTENTIAL CONTRIBUTION OF MOTION PICTURE FILMS TO FACTOR ANALYTIC STUDIES OF HUMAN INTELLECT. OF PRIMARY CONCERN WERE THE OPERATIONS OF COGNITION AND MEMORY, FORMING TWO OF THE FIVE OPERATION COLUMNS OF GUILFORD'S "STRUCTURE OF INTELLECT." THE CORE REFERENCE FOR THE STUDY WAS DEFINED AS THE VISUAL, FIGURAL, COGNITION-MEMORY PORTION OF GUILFORD'S MODEL WITH THE HOPE THAT DATA COULD BE OBTAINED WHICH WOULD SUGGEST POSSIBILITIES FOR SIMILAR STUDIES THROUGHOUT THE "STRUCTURE OF INTELLECT" MATRIX. INDIVIDUAL DIFFERENCES IN PERFORMANCE WERE EXPLORED ON TASKS CHARACTERIZED BY MOVING, SEQUENTIAL, AND BEHAVIORAL CONTENT, AND, IN ADDITION, A CONCEPTION OF ABILITIES AS INFORMATION PROCESSING OPERATIONS WAS SUBJECTED TO EMPIRICAL EXAMINATION. SUBJECTS WERE 100 FRESHMAN ENGINEERING STUDENTS OF PURDUE UNIVERSITY. IT WAS DETERMINED THAT THE VISUAL FILM MEDIUM CAN ACCOMMODATE FOR BRIEF DURATIONS CONTENTS CLASSIFIED AS FIGURAL, SYMBOLIC, SEMANTIC, OR BEHAVIORAL. IMPLICATIONS WERE THAT, IN FUTURE PSYCHOMETRIC STUDIES USING MOTION PICTURES, TEST ITEM CONTENT COULD BE AUDITORY, VISUAL, OR BOTH, WITH INFORMATION IN TWO CHANNELS -- EITHER COMPETING OR COMPLEMENTING, EITHER ALTERNATELY OR CONCURRENTLY -- FOR BRIEF, INTERMEDIATE, OR EXTENDED DURATIONS. (JH)

ED 003 625 40
RESEARCH AND THEORY RELATED TO AUDIOVISUAL INFORMATION TRANSMISSION.
BY- TRAVERS, ROBERT M. W. AND OTHERS
UTAH UNIV., SALT LAKE CITY, BUREAU OF EDUC. RES.
REPORT NUMBER NDEA-VIIA-997 PUB DATE 1 JUL 64
CONTRACT OEC-3-20-003
EDRS PRICE MF-$0.81 HC-$21.04 526P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *AUDIOVISUAL INSTRUCTION, *EDUCATIONAL RESOURCES, *INFORMATION DISSEMINATION, *LEARNING PROCESSES, INSTRUCTIONAL MATERIALS, INSTRUCTIONAL TECHNOLOGY, SALT LAKE CITY, UTAH,

THIS MONOGRAPH BRINGS TOGETHER A BODY OF KNOWLEDGE CONCERNING AUDIOVISUAL TECHNIQUES FOR THE TRANSMISSION OF INFORMATION. THE AUTHORS POINT OUT VARIOUS IMPLICATIONS FOR EDUCATIONAL PRACTICE. NINE CHAPTERS ARE INCLUDED IN THE PUBLICATION--(1) CURRENT CONCEPTIONS OF THE ROLE OF AUDIOVISUAL DEVICES IN LEARNING, (2) THE IMPLICATIONS OF RESEARCH ON AUDIOVISUAL DEVICES FOR THE DESIGN OF LEARNING SITUATIONS, (3) INFORMATION THEORY - A REVIEW OF IMPORTANT CONCEPTS, (4) CONCEPT LEARNING, (5) THE MECHANICS OF THE TRANSMISSION OF INFORMATION IN THE CENTRAL NERVOUS SYSTEM, (6) THE RELATIVE EFFICIENCY OF AUDITORY AND VISUAL TRANSMISSIONS OF INFORMATION AND SOME STUDIES OF MULTIMODALITY TRANSMISSION, (7) THE PERCEPTUAL SYSTEM AS A SINGLE CHANNEL SYSTEM, (8) ATTENTION, AND (9) MODEL FOR INFORMATION TRANSMISSION BY MEANS OF AUDIOVISUAL MATERIALS. (JC)

ED 003 626 56
THE RELATIONSHIP OF NEW EDUCATIONAL MEDIA TO NON-INTELLECTIVE FACTORS IN LEARNING. LITERATURE REVIEW OF RESEARCH INVOLVING NON-INTELLECTIVE FACTORS IN LEARNING, PHASE 1.
BY- MEIDT, CHARLES O.
COLORADO STATE UNIV., FT. COLLINS
REPORT NUMBER NDEA-VIIA-C-1000-1 PUB DATE 63
CONTRACT OEC-4-20-001
EDRS PRICE MF-$0.63 HC-$17.24 431P.

DESCRIPTORS- *LEARNING, *LEARNING ACTIVITIES, *LITERATURE, *RESEARCH OPPORTUNITIES, *TAXONOMY, COLORADO, FORT COLLINS, LEARNING THEORIES, RESEARCH, SCHEMATIC STUDIES,

A REVIEW OF THE LITERATURE ON THE ROLE OF NONINTELLECTIVE FACTORS IN LEARNING WAS CONDUCTED TO IDENTIFY AREAS OF NEEDED RESEARCH. STUDIES WERE REVIEWED WHICH WERE CONSIDERED ILLUSTRATIVE OF PREVIOUS ATTEMPTS TO ASSESS NONINTELLECTIVE FACTORS IN A VARIETY OF LEARNING SITUATIONS. BASIC TO THE SYNTHESIS OF RESEARCH FINDINGS FROM THE REVIEW WAS A TAXONOMY FOR CLASSIFYING EXISTING STUDIES. A TAXONOMY WAS FINALLY ADOPTED BASED UPON THESE THREE DIMENSIONS - CRITERION, SAMPLE, AND NONINTELLECTIVE FACTOR INVESTIGATED. THIS REPORT INCLUDED THE LITERATURE REVIEW, ORGANIZED ACCORDING TO THE ADOPTED TAXONOMY, COMMENTS ON THE RESEARCH STUDIES, AND A GENERAL SUMMARY AND IMPLICATIONS FOR FURTHER RESEARCH. MAJOR IMPLICATIONS FOUND IN THE LITERATURE REVIEWED WERE THAT FUTURE STUDIES OF NEW EDUCATIONAL MEDIA SHOULD INCLUDE SUCH CONSIDERATIONS AS CRITERION SPECIFICITY, INTERACTION OF NONINTELLECTIVE FACTORS WITH ABILITY LEVELS AND SEX, REPETITION OF MEASURES DURING LEARNING, AND CRITERION RELIABILITY. (JC)

ED 003 627 56
INVESTIGATIONS OF THINKING VIA SELF-INSTRUCTIONAL PROGRAMS.
BY- BRIGGS, LESLIE J. AND OTHERS
AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES
REPORT NUMBER NDEA-VIIA-1002 PUB DATE JUN 64
REPORT NUMBER AIR-D41-6-64-FR
GRANT OEG-7-48-7670-196
EDRS PRICE MF-$0.18 HC-$3.32 83P.

DESCRIPTORS- *AUTOINSTRUCTIONAL AIDS, *AUTOINSTRUCTIONAL METHODS, *AUTOINSTRUCTIONAL PROGRAMS, *METHODOLOGY, *PROGRAMED INSTRUCTION, *PROGRAMED TEXTS, *THOUGHT PROCESSES, CALIFORNIA, CREATIVE THINKING, PALO ALTO, PROBLEM SOLVING, PROGRAM EVALUATION,

OBJECTIVES OF THIS STUDY WERE (1) TO STIMULATE THINKING ON THE PART OF STUDENTS BY EMPLOYING NEW FORMS OF AUTOINSTRUCTIONAL SEQUENCES AND (2) TO SEEK INCREASED UNDERSTANDING OF THOUGHT PROCESSES. IN PHASE ONE LINEAR PROGRAMS WERE ANALYZED TO IDENTIFY CHARACTERISTICS OF THOSE PROGRAMS THAT INCREASED ACTIVE RESPONSE BY THE STUDENT. THE ANALYSES SUGGESTED THERE SHOULD BE VARIATIONS IN STYLE OF SEQUENCES WITHIN PROGRAMS TO (1) DIFFERENTIALLY ESTABLISH NEW LEARNING, (2) PROVIDE REVIEW TO ENHANCE RETENTION, AND (3) GIVE MORE PRACTICE TO THE STUDENT IN ORGANIZING AND CONSOLIDATING NEW LEARNINGS. FROM THE RATIONALE DEVELOPED SOME NEW PROGRAMING FORMATS WERE DEVISED. IN PHASE TWO, SOME

OF THE NEW FORMATS IN WORKBOOK FORM WERE COMPARED IN CLASSROOM SITUATIONS. IN PHASE THREE, CLOSER OBSERVATION AND MORE CONTROL OF CONDITIONS WAS ACHIEVED BY WORKING WITH INDIVIDUAL STUDENTS USING TEACHING MACHINES. RESULTS SHOWED THAT SUPPLEMENTARY PRACTICE STUDY PRODUCED NO BETTER RESULTS ON A CRITERION TEST THAN ADDITIONAL STUDY OF THE BASIC LESSON. PROBLEM-SOLVING PERFORMANCE APPEARED MORE CLOSELY RELATED TO TIME SPENT IN STUDY THAN TO VARIATIONS IN HOW THE STUDY WAS DIRECTED. KNOWLEDGE OF PRINCIPLES COUPLED WITH THE STUDENT'S OWN ABILITY APPEARED TO BE THE TWO MAIN FACTORS IN SUCCESSFUL PROBLEM SOLUTION. (AL)

ED 003 628 56

THE DEVELOPMENT AND EVALUATION OF A PROGRAMMING TECHNIQUE FOR RELATING FRAME DIFFICULTY TO THE ABILITY OF THE LEARNER. FINAL REPORT, PART I.
BY- MOORE, J. WILLIAM SMITH, WENDELL I.
BUCKNELL UNIV., LEWISBURG, PA.
REPORT NUMBER NDEA-VIIA-1029-1 PUB DATE JUL 65
GRANT OEG-7-48-0070-195
EDRS PRICE MF-$0.18 HC-$3.28 82P.

DESCRIPTORS- *ACHIEVEMENT, *CONCEPT TEACHING, *LEARNING PROCESSES, *PROGRAMING, *PROGRAMING PROBLEMS, GRADE 11, GRADE 8, LEWISBURG, PENNSYLVANIA, PROGRAM EVALUATION, PROGRAMED INSTRUCTION, PROGRAMED MATERIALS,

TECHNIQUES OF PROGRAMING WHICH ALLOW FOR A MORE SYSTEMATIC METHOD OF RELATING THE DIFFICULTY OF A FRAME TO THE ABILITY OF THE LEARNER WERE DEVELOPED AND EVALUATED IN FOUR SEPARATE STUDIES. EXPERIMENT ONE TESTED THE HYPOTHESIS THAT ACHIEVEMENT IS A FUNCTION OF THE INTERACTION OF THE ABILITY OF THE LEARNER AND THE AMOUNT OF INFORMATION CONTAINED IN EACH FRAME. AN EXISTING PROGRAM WAS MODIFIED TO CREATE A SMALL-STEP PROGRAM AND A LARGE-STEP PROGRAM. FINDINGS FROM TESTS ADMINISTERED TO 137 EIGHTH-GRADE STUDENTS DID NOT SUPPORT THE HYPOTHESIS. EXPERIMENT TWO SUPPORTED THE SAME HYPOTHESIS, BUT WITH A MORE PRECISE DEFINITION OF FRAME DIFFICULTY. EXPERIMENT THREE WITH 116 EIGHTH-GRADE STUDENTS FOUND THAT FOLLOWING THE ACQUISITION OF ATTRIBUTES, PRACTICE IS OF IMPORTANCE, BOTH DURING THE ASSOCIATION STAGES OF LEARNING AND FOLLOWING CONCEPTUALIZATION, IF THE CONCEPT IS TO BE USEFUL. EXPERIMENT FOUR WITH 120 ELEVENTH-GRADE STUDENTS INDICATED AMONG OTHER RESULTS THAT ACHIEVEMENT IS A FUNCTION OF THE NUMBER OF ASSOCIATIONS PER FRAME WHERE CONSIDERATION IS GIVEN TO THE ABILITY OF THE LEARNER, AND THAT THE LEARNER'S PERCEIVED DIFFICULTY OF A PROGRAM IS A FUNCTION OF HIS LEVEL OF ACHIEVEMENT ON THE PROGRAM. SAMPLES OF MATERIALS USED IN EACH EXPERIMENT WERE PRESENTED AS APPENDIXES IN A SEPARATE DOCUMENT, ED 003 629. (JM)

ED 003 629 56

THE DEVELOPMENT AND EVALUATION OF A PROGRAMING TECHNIQUE FOR RELATING FRAME DIFFICULTY TO THE ABILITY OF THE LEARNER. FINAL REPORT, PART II, APPENDICES.
BY- MOORE, J. WILLIAM SMITH, WENDELL T.
BUCKNELL UNIV., LEWISBURG, PA.
REPORT NUMBER NDEA-VIIA-1029-2 PUB DATE 65
GRANT OEG-7-48-0070-195
EDRS PRICE MF-$0.18 HC-$3.20 80P.

DESCRIPTORS- *BIOLOGY, *CONCEPT TEACHING, *HEALTH EDUCATION, *PROGRAMED MATERIALS, *SET THEORY, LEWISBURG, PENNSYLVANIA, PROGRAM EVALUATION, PROGRAMED TEXTS,

SAMPLES OF THE EXPERIMENTAL MATERIALS USED IN THE BASIC STUDY, ED 003 628, WERE PRESENTED IN APPENDIXES FOR EACH OF THE FOUR EXPERIMENTS. AN EXISTING PROGRAM IN ELEMENTARY SET THEORY WAS MODIFIED IN EXPERIMENT ONE TO REDUCE THE UNITS OF INFORMATION PRESENTED IN EACH FRAME AND, IN A SECOND CASE, TO INCREASE THE NUMBER OF UNITS PER FRAME. SAMPLE PROGRAMED SECTIONS AND TESTS WERE PRESENTED. EXPERIMENT TWO MATERIALS INVOLVED SIX PROGRAMS WHICH WERE USED TO DETERMINE THE EFFECTS OF VARYING THE NUMBER OF ATTRIBUTES PRESENTED PER FRAME ON ACQUISITION IN THE ASSOCIATION STAGE OF LEARNING. EXPERIMENT THREE MATERIALS CONTAINED GENERAL BIOLOGY TEACHING FRAMES FOLLOWED BY PRACTICE ITEMS. MATERIALS USED IN EXPERIMENT FOUR INVOLVED FOUR DIFFERENT FORMS OF A PROGRAM ON THE ELEMENTARY CONCEPTS OF MATURATION AND GROWTH. (JM)

ED 003 630 56

INCREASING LONG-TERM RETENTION OF KNOWLEDGE, EXPERIMENT 1 AND 2--METHODS OF INSTRUCTION FOR STUDENTS OF DIFFERENT ABILITY LEVELS.
BY- HAMILTON, NANCY RUSSELL
AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES
REPORT NUMBER NDEA-VIIA-1049 PUB DATE JUL 65
REPORT NUMBER AIR-D49-7-65-FR
GRANT OEG-7-48-7670-204
EDRS PRICE MF-$0.27 HC-$7.36 184P.

DESCRIPTORS- *AUTOINSTRUCTIONAL METHODS, *GRADE 8, *LEARNING, *OVERT RESPONSE, *PROGRAMED INSTRUCTION, ABILITY, AUTOINSTRUCTIONAL PROGRAMS, CALIFORNIA, LEARNING PROCESSES, MEASUREMENT TECHNIQUES, PACING, PALO ALTO, RETENTION STUDIES,

AN AUTOINSTRUCTIONAL PROGRAM WITH READING-ONLY RESPONSE VERSUS OVERT RESPONSE WAS ADMINISTERED 1 HOUR EACH DAY FOR 3 WEEKS TO SIX CLASSES OF EIGHTH-GRADE STUDENTS. REVIEW PROGRAMS WERE ALSO GIVEN UNDER THE TWO RESPONSE TYPES AND UNDER CONDITIONS OF EITHER SPACED OR MASSED PRACTICE. SEVERAL MEASURING INSTRUMENTS WERE USED TO ASSESS LEARNING FROM SEPARATE ASPECTS OF THE SUBJECT MATTER--GENERAL, CHRONOLOGICAL, OR CONCEPTUAL. MEASUREMENTS WERE MADE FOR PREACQUISITION, POST-ACQUISITION, POST-REVIEW, AND DELAYED-RETENTION AFTER A SUMMER VACATION. ALL ANALYSES WERE MADE IN TERMS OF THREE LEVELS OF STUDENT ABILITY. FOR GAIN AND RETENTION OF CHRONOLOGICAL INFORMATION, THE OVERT RESPONSE WAS OF GREATER VALUE THAN READING-ONLY. ON THE GENERAL MATERIALS, HIGH ABILITY STUDENTS PROFITED FROM READING-ONLY AS MUCH AS FROM OVERT RESPONSE. FOR MIDDLE ABILITY STUDENTS AND GENERAL MATERIALS, A SIGNIFICANTLY FAVORABLE EFFECT WAS FOUND FROM HAVING A DIFFERENT MODE OF RESPONSE FOR REVIEW THAN WAS EMPLOYED IN INITIAL INSTRUCTION. LOW ABILITY STUDENTS APPEARED TO HAVE RETAINED LITTLE OR NOTHING. NO CLEAR VALUE WAS DEMONSTRATED EITHER FOR OR AGAINST SCHEDULES OF PRACTICE. (JC)

ED 003 631 56

THE NEED FOR AND FEASIBILITY OF REGIONAL EDUCATIONAL MEDIA RESEARCH ORGANIZATIONS WITH A REGIONAL RESEARCH IMPROVEMENT ORIENTATION.
BY- LEE, ALLEN AND OTHERS
OREGON STATE DEPARTMENT OF EDUCATION, SALEM

REPORT NUMBER NDEA-VIIA-1057 PUB DATE 27 APR 62
CONTRACT OEC-2-20-001
EDRS PRICE MF-$0.09 HC-$2.16 54P.

DESCRIPTORS- *ADMINISTRATION, *MEDIA RESEARCH, *ORGANIZATION, *PROGRAM PLANNING, *REGIONAL PROGRAMS, ALASKA, IDAHO, MONTANA, NATIONAL PROGRAMS, OREGON, RESEARCH METHODOLOGY, RESEARCH OPPORTUNITIES, RESEARCH PROJECTS, SALEM, WASHINGTON, WYOMING,

THE NEED AND FEASIBILITY OF ESTABLISHING REGIONAL MEDIA RESEARCH ORGANIZATIONS WERE INVESTIGATED. THE STUDY INCLUDED THE FOLLOWING ACTIVITIES--(1) SECURING THE COOPERATION OF THE COUNCIL OF CHIEF STATE SCHOOL OFFICERS, (2) SECURING APPROPRIATE REPRESENTATION FROM THE COUNCIL, HIGHER EDUCATION, AND PUBLIC EDUCATION, (3) IDENTIFYING THE RANGE AND IMMEDIACY OF STATE AND REGIONAL NEEDS, (4) IDENTIFYING THE EXISTING STATE FACILITIES AND RESOURCES AVAILABLE FOR CONDUCTING RESEARCH AT DIFFERENT LEVELS OF ACTIVITY, (5) ANALYZING THE DATA COLLECTED AND DEVELOPING RECOMMENDATIONS CONCERNING CRITERIA, PROCEDURES, GUIDELINES, AND ACTIVITIES TO BE UNDERTAKEN, AND (6) DEVELOPING A PLAN FOR THE OPERATION OF A PROTOTYPE REGIONAL CENTER. THE NORTHWEST REGION COMPOSED OF ALASKA, IDAHO, MONTANA, OREGON, WASHINGTON, AND WYOMING WAS PROPOSED AS THE PROTOTYPE REGIONAL EDUCATIONAL MEDIA RESEARCH CENTER. OTHER ASPECTS OF THE PROCEDURAL ACTIVITIES WERE DETAILED IN THE STUDY. (HB)

ED 003 632 56

A RESEARCH REPORT ON OPERATIONAL PLANS FOR DEVELOPING REGIONAL EDUCATIONAL MEDIA RESEARCH CENTERS.
BY- CARPENTER, C.R. AND OTHERS
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
REPORT NUMBER NDEA-VIIA-1058 PUB DATE APR 62
EDRS PRICE MF-$0.36 HC-$10.60 265P.

DESCRIPTORS- *CONFERENCES, *MEDIA RESEARCH, *PROGRAM PLANNING, *REGIONAL COOPERATION, *REGIONAL PROGRAMS, LEGISLATION, MID ATLANTIC REGION, PENNSYLVANIA, PLANNING, RESEARCH OPPORTUNITIES, RESEARCH PROJECTS, UNIVERSITY PARK,

THE NEED AND FEASIBILITY OF ESTABLISHING A NUMBER OF "REGIONAL EDUCATIONAL MEDIA RESEARCH CENTERS WITH A PROGRAMMATIC ORIENTATION" WERE INVESTIGATED. A PLANNING GROUP WAS ESTABLISHED TO SERVE AS A STEERING COMMITTEE. CONFERENCES IN WHICH GROUPS IN RESEARCH AND EDUCATION IN WIDELY DISTRIBUTED REGIONS OF THE COUNTRY PARTICIPATED WERE HELD TO DEVELOP AND TEST CONCEPTS AND PLANS. A SPECIAL CONFERENCE WAS HELD ON THE "REGIONAL CONCEPT" TO TEST ITS ACCEPTABILITY TO INSTITUTIONS OF THE MID-ATLANTIC REGION. RESOURCE PAPERS WERE GIVEN AND INFORMAL DISCUSSIONS WERE HELD WITH REPRESENTATIVE GROUPS AND INDIVIDUALS. DOCUMENTS WERE COLLECTED AND STUDIED. TWELVE AREAS IN WHICH RESEARCH WAS TO BE CONDUCTED AT THE REGIONAL CENTERS WERE DESCRIBED. SUGGESTED LOCATIONS, RESOURCES, PRINCIPLES, RESPONSIBILITIES, AND OPERATIONAL POLICIES WERE ALSO FULLY DISCUSSED. RATIONALES AND SUMMARY STATEMENTS CONCERNING OTHER ASPECTS OF PLANNING ARE INCLUDED. (HB)

ED 003 633 56

LEARNING SETS IN PROGRAMMED INSTRUCTION. FINAL REPORT.
BY- SMITH, WENDELL I. MOORE, J. WILLIAM
BUCKNELL UNIV., LEWISBURG, PA.
REPORT NUMBER NDEA-VIIA-1071 PUB DATE MAR 63
GRANT OEG-7-48-0070-208
EDRS PRICE MF-$0.18 HC-$2.88 72P.

DESCRIPTORS- *COLLEGE INSTRUCTION, *GRADE 1, *LEARNING PROCESSES, *LEARNING THEORIES, *PROGRAMED INSTRUCTION, ACHIEVEMENT TESTS, COGNITIVE PROCESSES, COLLEGE STUDENTS, LEARNING MOTIVATION, LEWISBURG, PENNSYLVANIA, PROGRAMED MATERIALS,

TWO STUDIES ON LEARNING SET FORMATION IN CONTINUOUS, DISCOURSE-PROGRAMED MATERIAL WERE CONDUCTED. ONE STUDY WAS CONDUCTED WITH 315 COLLEGE STUDENTS, THE OTHER WITH 141 SIXTH-GRADE STUDENTS. THE MAJOR INDEPENDENT VARIABLE WAS THE NUMBER OF PROGRAMED UNITS ADMINISTERED. THE DEPENDENT VARIABLES WERE PRE- AND POST-ACHIEVEMENT TEST SCORES AND ERROR RATE. PROGRAMS PRESENTED TO THE SIXTH-GRADERS WERE ORDERED WHILE THOSE FOR THE COLLEGE STUDENTS VARIED. NO EVIDENCE OF LEARNING SETS WAS FOUND FOR THE SIXTH-GRADERS BUT ACHIEVEMENT AND ERROR RATE FOR THE COLLEGE STUDENTS VARIED AS A FUNCTION OF THE NUMBER OF PREVIOUS PROGRAMS EXPERIENCED, INDEPENDENT OF ORDER PRESENTATION. THE EFFECTS OF THE COLLEGE STUDY WERE POSITIVE FOR THE FIRST THREE PROGRAMS BUT TENDED TO BECOME NEGATIVE FOR THE LATER ONES. IT IS SUGGESTED THAT THE FINDINGS MIGHT BE A FUNCTION OF THE INTERACTION OF COGNITIVE, MOTIVATIONAL, AND ATTITUDINAL FACTORS. (PM)

ED 003 634 56

THE USE OF PROGRAMED INSTRUCTION IN INTRODUCTORY PSYCHOLOGY FOR TEACHERS.
BY- HUNT, WILLIAM A. MATHIS, CLAUDE
NORTHWESTERN UNIV., EVANSTON, ILL.
REPORT NUMBER NDEA-VIIA-1075 PUB DATE 64
GRANT OEG-7-23-0790-207
EDRS PRICE MF-$0.09 HC-$0.96 24P.

DESCRIPTORS- *COLLEGE STUDENTS, *LECTURE, *PERFORMANCE, *PROGRAMED INSTRUCTION, *PROGRAMED TEXTS, *TEACHING MACHINES, EDUCATIONAL RESEARCH, EVANSTON, ILLINOIS, PSYCHOLOGICAL TESTING,

THE RELATIONSHIPS AMONG RELEVANCY OF CONTENT, MODE OF PRESENTATION, AND LEARNING OUTCOMES AS MEASURED BY OBJECTIVE TESTS OF PSYCHOLOGICAL KNOWLEDGE IN AN INTRODUCTORY COURSE IN PSYCHOLOGY FOR TEACHERS WERE STUDIED. ALL STUDENTS ENROLLED IN A TWO-QUARTER COURSE WERE RANDOMLY DIVIDED INTO FIVE GROUPS AT THE BEGINNING OF THE FALL QUARTER OF 1963. FIVE EXPERIMENTAL TREATMENTS WERE ASSIGNED TO THE GROUPS AFTER THEY RECEIVED A 230-ITEM MULTIPLE-CHOICE PRETEST. THE FIVE TREATMENTS WERE--(1) A PROGRAMED TEXT AND LECTURES, (2) A TEACHING MACHINE PROGRAM AND LECTURES, (3) A PROGRAMED WORKBOOK, A TEXTBOOK, AND LECTURES, (4) A TEACHING MACHINE PROGRAM, LECTURES, A TEXTBOOK, AND ASSIGNED READINGS, AND (5) LECTURES AND ASSIGNED READINGS. THREE OBJECTIVE EXAMINATIONS WERE ADMINISTERED DURING EACH QUARTER. DATA WERE ANALYZED USING AN ANALYSIS OF COVARIANCE WITH PRETEST SCORES AS THE COVARIATE, AND POST-TEST SCORES AND EXAMINATION POINTS AS CRITERIA FOR PERFORMANCE CHANGE. RESULTS OF THE STUDY WERE AMBIGUOUS. A SINGLE CONCLUSION WAS SUGGESTED WHICH IS--THE MOST IMPORTANT VARIABLE IN LEARNING IS THE AMOUNT OF TIME SPENT IN LEARNING. (HB)

ED 003 635 56

ASSESSING THE EFFECT AND TRANSFER VALUE OF A CLASSROOM SIMULATOR TECHNIQUE.
BY- VLCEK, CHARLES W.
MICHIGAN ST. UNIV., EAST LANSING,COLL. OF EDUC.
REPORT NUMBER NDEA-VIIA-1335
GRANT OEG-7-32-0410-264
EDRS PRICE MF-$0.36 HC-$8.24 206P.

DESCRIPTORS- *CLASSROOM ENVIRONMENT, *CLASSROOM RESEARCH, *SIMULATION, *TEACHER EDUCATION, *TRANSFER OF TRAINING, ATTITUDES, BEHAVIOR PROBLEMS, CLASSROOM TECHNIQUES, DISCIPLINE PROBLEMS, EAST LANSING, MICHIGAN,

INVESTIGATIONS WERE CONDUCTED ON (1) THE EFFECT OF A CLASSROOM SIMULATOR IN PROVIDING TEACHER-TRAINEES WITH EXPERIENCE IN IDENTIFYING AND COPING WITH CLASSROOM PROBLEMS PRIOR TO THEIR STUDENT TEACHING EXPERIENCE, (2) THE TRANSFER VALUE OF THE CLASSROOM SIMULATOR EXPERIENCE, AND (3) THE EFFECT OF THE SIMULATOR IN TEACHER-TRAINEE SELF-CONFIDENCE. IN ADDITION, THE STUDY MEASURED TEACHER-TRAINEE ATTITUDES TOWARD THEIR CLASSROOM SIMULATOR EXPERIENCE. AN EXPERIMENTAL AND CONTROL GROUP WHICH WERE SELECTED RANDOMLY FROM A JUNIOR-LEVEL ELEMENTARY BLOC WERE USED. THE EXPERIMENTAL GROUP RECEIVED 9 HOURS OF CLASSROOM SIMULATOR EXPERIENCE WHILE THE CONTROL GROUP RECEIVED AN ORIENTATION SESSION ONLY. CONCLUDING STATEMENTS INDICATED THAT (1) EFFECTIVE RESPONSES TO CLASSROOM PROBLEMS CAN BE DEVELOPED THROUGH CLASSROOM SIMULATOR EXPERIENCES PRIOR TO TEACHING ASSIGNMENTS, (2) AWARENESS OF CLASSROOM PROBLEMS IS APPARENTLY POSSESSED BY TEACHER TRAINEES PRIOR TO CLASSROOM SIMULATOR EXPERIENCE, (3) PRINCIPLES WHICH CAN BE USED IN SOLVING CLASSROOM PROBLEMS CAN BE DEVELOPED THROUGH CLASSROOM SIMULATOR EXPERIENCES, (4) EXPERIENCE GAINED IN RESPONDING TO PROBLEMS WITHIN THE CLASSROOM SIMULATOR DO NOT TRANSFER TO THE TEACHER-TRAINEES' STUDENT TEACHING EXPERIENCE, (5) PRINCIPLES DEVELOPED FOR APPLICATION IN SOLVING CLASSROOM PROBLEMS DO TRANSFER TO THE TEACHER TRAINEE'S STUDENT TEACHING EXPERIENCE, AND (6) TEACHER-TRAINEES' CONFIDENCE IN ABILITY TO TEACH IS INCREASED THROUGH CLASSROOM SIMULATOR EXPERIENCE. (HB)

ED 003 636 56

A STUDY CONCERNING THE EFFECT OF AN AURAL INCREMENT IN PROGRAMED AUTOINSTRUCTIONAL MATHEMATICAL MATERIAL FOR COLLEGE STUDENTS.
BY- SOWELL, KATYE OLIVER
FLORIDA ST. UNIV., TALLAHASSEE
REPORT NUMBER NDEA-VIIA-1339
GRANT OEG-7-19-0120-269
EDRS PRICE MF-$0.18 HC-$2.76 69P.

DESCRIPTORS- *AUTOINSTRUCTIONAL AIDS, *COLLEGE STUDENTS, *MATERIAL DEVELOPMENT, *MATHEMATICS INSTRUCTION, *TAPE RECORDERS, FLORIDA, INSTRUCTIONAL MATERIALS, PROGRAMED MATERIALS, PROGRAMED TEXTS, PROGRAMED UNIT, TALLAHASSEE,

EXPERIMENTAL PROGRAMED INSTRUCTIONAL MATERIALS IN MATHEMATICS WERE DEVELOPED FOR THE USE OF COLLEGE STUDENTS. THE PROGRAMED UNIT WAS PRESENTED BY THREE ALTERNATIVE METHODS - READING ONLY, READING AND AURAL, AND ALMOST COMPLETELY AURAL. THE SUBJECTS CONSISTED OF 92 STUDENTS RANDOMLY ASSIGNED TO 1 OF THE 3 METHODS. PRETESTS WERE ADMINISTERED TO DETERMINE THE ACHIEVEMENT LEVELS OF THE SUBJECTS. CRITERION TESTS WERE ADMINISTERED TO EACH SUBJECT AND AN ATTITUDE QUESTIONNAIRE WAS ALSO ADMINISTERED TO DETERMINE STUDENT RESPONSE. RESULTS INDICATED THAT THE THREE GROUPS DID DIFFER SIGNIFICANTLY. FURTHER RESEARCH WAS SUGGESTED FOR EXTERNALLY PACED CONDITIONS AND SELF-PACED CONDITIONS FOR AUDIOPROGRAMED MATERIAL. (RS)

ED 003 637 56

TELEVISION JUNIOR COLLEGE IN OREGON, 1959-63. FINAL REPORT.
BY- MORRIS, JAMES M.
OREGON STATE SYSTEM OF HIGHER EDUCATION, MONMOUTH
REPORT NUMBER NDEA-VIIA-107 PUB DATE 1 MAY 64
EDRS PRICE MF-$0.09 HC-$1.20 30P.

DESCRIPTORS- *EDUCATIONAL TELEVISION, *EXTENSION EDUCATION, *JUNIOR COLLEGES, *TELEVISION, *TELEVISION CURRICULUM, COLLEGE OF THE AIR, CORVALLIS, EDUCATIONAL NEEDS, EUGENE, HIGH SCHOOL GRADUATES, HIGHER EDUCATION, MASS MEDIA, MONMOUTH, OREGON, PORTLAND, TELEVISED INSTRUCTION, TELEVISION RESEARCH,

EMPHASIS OF THIS TELECOURSE PROJECT WAS DIRECTED TOWARD AN EXAMINATION OF THE FEASIBILITY OF TELEVISED INSTRUCTION TO MEET EDUCATIONAL NEEDS AT THE JUNIOR COLLEGE LEVEL. EVIDENCE WAS SOUGHT ON THE NEED FOR INSTRUCTIONAL TELEVISION AT THE NONRESIDENT, COLLEGE-CREDIT LEVEL (ESPECIALLY FOR RECENT HIGH SCHOOL GRADUATES NOT ABLE TO ENROLL ON A COLLEGE CAMPUS). THIS REPORT, ON THE COLLEGE OF THE AIR, (1) PRESENTED THE PROCEDURES EMPLOYED, (2) LISTED THE FACULTY, PRODUCTION STAFF, AND COURSE OFFERINGS OF THE PROJECT, (3) DESCRIBED THE PROMOTIONAL METHODS AND RESEARCH PROCEDURES, AND (4) LISTED THE RESEARCH EXPENDITURES. PROBLEMS OF RESISTANCE TO ETV WERE GENERALLY DISCUSSED AND CONCLUDED TO BE RICH IN STUDY POTENTIAL. REPORTS ON THIS STUDY ARE ED 003 637 THROUGH ED 003 640. (JC)

ED 003 638 56

TELEVISION JUNIOR COLLEGE IN OREGON. PRELIMINARY REPORT 1.
BY- KELMAN, ALFRED R.
OREGON STATE SYSTEM OF HIGHER EDUCATION, MONMOUTH
REPORT NUMBER NDEA-VIIA-107-1 PUB DATE 25 APR 62
EDRS PRICE MF-$0.18 HC-$4.08 102P.

DESCRIPTORS- *EDUCATIONAL TELEVISION, *JUNIOR COLLEGES, *TELEVISION, *TELEVISION CURRICULUM, COLLEGE OF THE AIR, CORVALLIS, EDUCATIONAL NEEDS, EUGENE, EVENING PROGRAMS, EXTENSION EDUCATION, HIGHER EDUCATION, MASS MEDIA, MONMOUTH, OREGON, PORTLAND, TELEVISION RESEARCH, TELEVISION SURVEYS,

THE BROAD STRUCTURE OF STUDIES IN THE USE OF EDUCATIONAL TELEVISION FOR MEETING THE GROWING NEEDS OF JUNIOR COLLEGE PROGRAMS IN THE STATE OF OREGON WAS DESCRIBED. THE TELEVISION COURSE OUTLINE WAS DESCRIBED AND REASONS GIVEN FOR STUDENT ENROLLMENT IN THE COLLEGE OF THE AIR PROGRAM. AN INDEPENDENT PROGRAM OF HIGHER EDUCATION THROUGH INSTRUCTIONAL TELEVISION WAS CONSIDERED NOT FEASIBLE. HOWEVER, COURSE INTEGRATION OF THE TELEVISION SERIES INTO EXISTING EVENING EXTENSION OPERATIONS APPEARED TO BE A SOLUTION. FUTURE AREAS OF STUDY WERE INCLUDED. REPORTS ON THIS STUDY ARE ED 003 637 THROUGH ED 003 640. (JC)

ED 003 639 56

TELEVISION JUNIOR COLLEGE IN OREGON, 1959-62. PRELIMINARY REPORT 2.
BY- KELMAN, ALFRED R.
OREGON STATE SYSTEM OF HIGHER EDUCATION, MONMOUTH
REPORT NUMBER NDEA-VIIA-107-2 PUB DATE 4 OCT 62
EDRS PRICE MF-$0.18 HC-$4.28 107P.

DESCRIPTORS- *EDUCATIONAL TELEVISION, *ENROLLMENT, *INSTRUCTIONAL TELEVISION, *JUNIOR COLLEGES, *TELEVISION RESEARCH, COLLEGE OF THE AIR, CORVALLIS, EUGENE, MONMOUTH, OREGON, PORTLAND, PROGRAM EVALUATION, SURVEYS,

A 2-YEAR STUDY WAS MADE OF THE STUDENT ENROLLMENT IN THE COLLEGE OF THE AIR. THE LARGEST GROUP CONSISTED OF PROFESSIONAL PEOPLE, THE MAJORITY OF WHOM WERE TEACHERS. IT WAS CONCLUDED THAT TO MAKE INSTRUCTIONAL TELEVISION MORE EFFICIENT THE NUMBER OF COURSES OFFERED SHOULD BE CONSIDERABLY REDUCED. REPORTS ON THIS STUDY ARE ED 003 637 THROUGH ED 003 640. (LP)

ED 003 640 56

TELEVISION JUNIOR COLLEGE IN OREGON, 1959-1963. PRELIMINARY REPORT 3.
BY- STUMP, MRS. ARTHUR
OREGON STATE SYSTEM OF HIGHER EDUCATION, MONMOUTH
REPORT NUMBER NDEA-VIIA-107-3 PUB DATE 1 MAY 63
EDRS PRICE MF-$0.09 HC-$1.28 32P.

DESCRIPTORS- *ACCELERATED PROGRAMS, *CURRICULUM ENRICHMENT, *EDUCATIONAL TELEVISION, *GIFTED, *TELECOURSES, COLLEGE CURRICULUM, COLLEGE OF THE AIR, CORVALLIS, HIGH SCHOOL STUDENTS, JUNIOR COLLEGES, MONMOUTH, OREGON, PORTLAND, TELEVISED INSTRUCTION,

AN INVESTIGATION OF THE USE OF THE TELEVISION PROGRAMS OF THE OREGON TELEVISION JUNIOR COLLEGE AS AN ACCELERATED PROGRAM FOR GIFTED STUDENTS WAS CONDUCTED. THE PROGRAMS WERE USED OVER A PERIOD OF 4 YEARS IN A WIDE VARIETY OF WAYS BY 14 HIGH SCHOOLS LOCATED WITHIN THE RECEIVING AREA OF THE EDUCATIONAL TELEVISION STATION. STUDENTS VIEWED THE PROGRAMS BEFORE SCHOOL, IN SCHOOL, AFTER SCHOOL, SOME FOR CREDIT AND SOME SOLELY BECAUSE OF INTEREST. DATA GATHERED INDICATE THAT COLLEGE TELECOURSES CAN HAVE A PLACE IN SECONDARY SCHOOL SYSTEMS PARTICULARLY IN ACCELERATED PROGRAMS FOR GIFTED HIGH SCHOOL STUDENTS. TELECOURSES PLANNED SPECIFICALLY FOR AND BY HIGH SCHOOLS WERE MOST SUCCESSFUL WHEN PLANNED FOR AND BY THE HIGH SCHOOLS. SCHEDULING PROBLEMS WERE LESS DIFFICULT WHEN USING THE HIGH SCHOOL PROGRAMS THAN WHEN ATTEMPTING TO USE A COURSE PLANNED TO MEET A COLLEGE SCHEDULE. REPORTS ON THIS STUDY ARE ED 003 637 THROUGH ED 003 640. (AL)

ED 003 641 56

THE OREGON EDUCATIONAL TELEVISION PROJECT, 1959 TO 1963. EDUCATIONAL TELEVISION PROJECT, FINAL REPORT.
BY- SHEPHERD, JOHN R.
OREGON UNIV., EUGENE, INST. FOR COMMUNITY STUDIES
REPORT NUMBER NDEA-VIIA-109 PUB DATE 23 DEC 63
EDRS PRICE MF-$0.18 HC-$3.28 82P.

DESCRIPTORS- *ADULTS, *EDUCATIONAL RESEARCH, *EDUCATIONAL TELEVISION, *POPULATION DISTRIBUTION, *TELEVISION RESEARCH, BROADCAST TELEVISION, EUGENE, OREGON, PROGRAM EVALUATION, TELEVISION CURRICULUM, TELEVISION VIEWING,

THE FOUR MAJOR EFFORTS OF THE OREGON EDUCATIONAL TELEVISION PROJECT WERE SUMMARIZED. THE REPORT (1) RECOUNTED THE HISTORY OF THE RESEARCH EFFORT, (2) SUMMARIZED THE SECONDARY SCHOLARLY PRODUCTS OF THE PROJECT, (3) ABSTRACTED RELATED PRELIMINARY REPORTS, AND (4) PROVIDED GENERALIZATIONS BASED ON DATA COLLECTED DURING THE COURSE OF THE STUDY ENCOMPASSING THE RESISTANCES TO EDUCATIONAL TELEVISION AS A CULTURAL INNOVATION. THE GENERALIZATIONS WERE--(1) THE FAMILY ITSELF MAY BE THE GREATEST BARRIER TO THE FULL USE OF EDUCATIONAL TELEVISION, (2) AUDIENCES TEND TO SEE TELEVISION AS A SOURCE OF ENTERTAINMENT AND NOT AS A CONVEYOR OF EDUCATION, (3) MOST PEOPLE FEEL THEY SHOULD PAY LIPSERVICE TO EDUCATIONAL TELEVISION BUT RELATIVELY FEW WILL WATCH IT, (4) THOSE WHO DO VIEW EDUCATIONAL TELEVISION SEEM INTERESTED IN ACQUIRING FACTS RATHER THAN IN DEVELOPING VALUES, (5) TELEVISION VIEWERS HOLD STEREOTYPED VIEWS OF WHAT EDUCATIONAL TELEVISION IS REALLY LIKE, AND (6) IN SPITE OF THE SIZE OF THE PROBLEM, IT IS POSSIBLE TO INCREASE THE EDUCATIONAL TELEVISION AUDIENCE. RELATED REPORTS ARE ED 003 242, ED 003 243, AND ED 003 641 THROUGH ED 003 645. (HB)

ED 003 642 24

EDUCATIONAL TELEVISION PROJECT. PRELIMINARY REPORT 1.
BY- GOLDSTEIN, MARSHALL N. AND OTHERS
OREGON UNIV., EUGENE, INST. FOR COMMUNITY STUDIES
REPORT NUMBER CRP-109-1 PUB DATE 60
EDRS PRICE MF-$0.09 HC-$2.20 55P.

DESCRIPTORS- *EDUCATIONAL TELEVISION, *OPEN CIRCUIT TELEVISION, *TELEVISION, *TELEVISION SURVEYS, EUGENE, INTERVIEWS, OREGON, SURVEYS,

A TOTAL OF 1,024 INTERVIEWS WITH TELEVISION CABLE USERS IN EUGENE, OREGON, WERE CONDUCTED TO INVESTIGATE THE NATURE AND SOURCES OF RESISTANCE TO THE USE OF EDUCATIONAL TELEVISION. THIS REPORT PRESENTED AN INTRODUCTION TO THE SUBJECT. THE INVESTIGATORS CONCLUDED THAT THE PERSON LEAST RESISTANT TO EDUCATIONAL TELEVISION COULD BE DESCRIBED AS FLEXIBLE AND CAPABLE, NOT ONLY OF MAKING UP HIS MIND BUT OF INFLUENCING OTHERS. HE WAS FAIRLY WELL EDUCATED, HAD A RESPECTED OCCUPATION, AND WAS RECEPTIVE TO MANY FORMS OF CULTURE AND EDUCATION. THE INVESTIGATORS POINTED OUT THAT MANY QUESTIONS IN THIS PRELIMINARY ANALYSIS WILL BE STUDIED FURTHR. RELATED REPORTS ARE ED 003 242, ED 003 243, AND ED 003 641 THROUGH ED 003 645. (JC)

ED 003 643 56

A SEQUENCE OF PROPOSED RESEARCH DESIGNS RELATING PROGRAM STRUCTURE TO RESISTANCE TO ETV. EDUCATIONAL TELEVISION PROJECT, PRELIMINARY REPORT 3.
BY- SHEPHERD, JOHN R. SCHEIDEL, THOMAS M.
OREGON UNIV., EUGENE, INST. FOR COMMUNITY STUDIES
REPORT NUMBER NDEA-VIIA-109-3 PUB DATE 1 SEP 61
EDRS PRICE MF-$0.18 HC-$2.92 73P.

DESCRIPTORS- *ADULT PROGRAMS, *EDUCATIONAL TELEVISION, *PRODUCTION TECHNIQUES, *PROGRAMS, *RESEARCH METHODOLOGY, EUGENE, OREGON, PROGRAM EVALUATION, TELEVISION CURRICULUM, TELEVISION VIEWING, THE FRAMES OF REFERENCE FROM WHICH THE EXPERIMENTAL DESIGNS WERE DISCUSSED WERE--(1) THE PRODUCER (AND HIS SITUATION) IN THE STATION AND (2) THE VIEWER (AND HIS PERCEPTION) OF EDUCATIONAL TELEVISION PROGRAM (ETV) STRUCTURE. ETV PROGRAM STRUCTURE, PROGRAM ORIGINATORS, AND THE DECISION-MAKING PROCESS WERE STUDIED TO DETERMINE THE INFLUENCE OF PROGRAM STRUCTURE ON VIEWERS. THE RESPONSE VARIABLES OF THE AUDIENCE, DIFFERING EVALUATIONS, AWARENESS OF (OR LACK OF) PROGRAM STRUCTURE, AND THE AUDIENCE'S SPECIFICITY OF PERCEPTIONS WERE TAKEN INTO ACCOUNT. EXPERIMENTAL DESIGN PROCEDURES AND INSTRUMENTS WERE INCLUDED IN THE REPORT FOR EACH OF THE SIX PROPOSED RESEARCH STUDIES. RELATED REPORTS ARE ED 003 242, ED 003 243, AND ED 003 641 THROUGH ED 003 645. (HB)

ED 003 644 56

AN EXPERIMENT IN INCREASING THE AUDIENCE FOR EDUCATIONAL TELEVISION. EDUCATIONAL TELEVISION PROJECT, PRELIMINARY REPORT 5.
BY- GOLDSTEIN, MARSHALL N. SHEPHERD, JOHN R.
OREGON UNIV., EUGENE, INST. FOR COMMUNITY STUDIES
REPORT NUMBER NDEA-VIIA-109-5 PUB DATE 1 FEB 63
EDRS PRICE MF-$0.18 HC-$2.96 74P.

DESCRIPTORS- *EDUCATIONAL TELEVISION, *OPEN CIRCUIT TELEVISION, *PROGRAM EVALUATION, *TELEVISION RESEARCH, TELEVISION CURRICULUM, *TELEVISION SURVEYS, *TELEVISION VIEWING, EUGENE, OPINIONS, OREGON,

SEVERAL EXPERIMENTAL AND CONTROL GROUPS OF TELEVISION USERS WERE SELECTED TO RECEIVE FORMS OF MAILED STIMULI, INCLUDING SEVERAL FORMS OF PROGRAM INFORMATION SOURCES, PLUS A SERIES OF PERSONAL LETTERS URGING THE VIEWER TO USE EDUCATIONAL TELEVISION. FINDINGS SHOWED THAT THE PROMOTION OF EDUCATIONAL TELEVISION VIEWING, REGARDLESS OF THE THEMATIC APPEALS USED, VARIED IN DIRECT PROPORTION TO THE "TELEVISION FAMILY" SIZE. IN SHORT, THE MORE COMPETITION THERE WAS FOR THE SET, THE LESS LIKELY IT WAS THAT ANY GIVEN APPEAL WOULD BE EFFECTIVE IN EDUCATIONAL TELEVISION VIEWING. RELATED REPORTS ARE ED 003 242, ED 003 243, AND ED 003 641 THROUGH ED 003 645. (LP)

ED 003 645 56

THE IMPACT OF NEWSPAPER NOTICE ON EDUCATIONAL TELEVISION BEHAVIOR. EDUCATIONAL TELEVISION PROJECT, PRELIMINARY REPORT 6.
BY- MERTZ, ROBERT J.
OREGON UNIV., EUGENE, INST. FOR COMMUNITY STUDIES
REPORT NUMBER NDEA-VIIA-109-6 PUB DATE 20 JUN 62
EDRS PRICE MF-$0.18 HC-$3.60 90P.

DESCRIPTORS- *BEHAVIOR PATTERNS, *EDUCATIONAL ATTITUDES, *EDUCATIONAL TELEVISION, *NEWS MEDIA, *TELEVISION VIEWING, ATTITUDES, COMMUNITY ATTITUDES, DEMOGRAPHY, EUGENE, INTERVIEWS, OREGON, PRESS OPINION, SURVEYS, VALUES,

RESEARCH WAS DIRECTED TOWARD DETERMINING THE EFFECT OF REPEATED EXPOSURE TO NEWSPAPER PUBLICITY CONCERNING EDUCATIONAL TELEVISION ON (1) ATTITUDES TOWARD EDUCATIONAL TELEVISION AND (2) VIEWING BEHAVIOR RELATIVE TO EDUCATIONAL TELEVISION. THE SAMPLE CONSISTED OF 329 PERSONS TAKEN FROM A LARGER SAMPLE USED IN THE STUDY OF RESISTANCES TO EDUCATIONAL TELEVISION. APPROXIMATELY 70 QUESTIONS WERE ADMINISTERED THROUGH PERSONAL INTERVIEWS. FOUR GENERAL AREAS WERE INVESTIGATED--(1) DEMOGRAPHIC CHARACTERISTICS OF VIEWERS, (2) VALUE PATTERNS, (3) BEHAVIOR PATTERNS, AND (4) DECISION-MAKING PATTERNS ABOUT TELEVISION VIEWING. FOR THE FIRST SET OF INTERVIEWS (FEBRUARY-MARCH 1960) THE LIST OF NAMES COMPRISING THE SAMPLE WAS GIVEN TO A SURVEY RESEARCH ORGANIZATION. FOLLOWUP PROCEDURES WERE CARRIED OUT AGAIN BY PROFESSIONAL INTERVIEWERS. THE SECOND SET OF INTERVIEWS WAS CONDUCTED DURING THE LATTER PART OF APRIL 1961, USING GRADUATE STUDENTS AS INTERVIEWERS. THE BASIC PROBLEM IN ANALYSIS WAS TO ISOLATE THE EFFECT OF FOUR VARIABLES ON ATTITUDES TOWARD EDUCATIONAL TELEVISION--(1) THE SUBJECTS' LEVEL OF EXPOSURE TO NEWSPAPER INFORMATION, (2) EFFECTS OF A DIRECT MAIL CAMPAIGN, (3) EFFECTS OF THE FIRST INTERVIEW, AND (4) THE PERIOD OF TIME BETWEEN THE FIRST AND SECOND INTERVIEWS. RELATED REPORTS ARE ED 003 242, ED 003 243, AND ED 003 641 THROUGH ED 003 645. (JC)

ED 003 646 56

EXPERIMENTS ON ACTIVE STUDENT RESPONSE TO TELEVISED INSTRUCTION. STUDIES IN TELEVISED INSTRUCTION, INTERIM REPORT.
BY- GROPPER, GEORGE L. LUMSDAINE, ARTHUR A.
METROPOLITAN PITTSBURGH EDUC. TV STATION, PA.
REPORT NUMBER NDEA-VIIA-336 PUB DATE 15 APR 60
AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES
REPORT NUMBER AIR-313-60-IR-108
GRANT OEG-7-36-047
EDRS PRICE MF-$0.09 HC-$0.64 16P.

DESCRIPTORS- *INSTRUCTIONAL TELEVISION, *MEDIA RESEARCH, *PROGRAMED INSTRUCTION, *TEACHING TECHNIQUES, *TELEVISED INSTRUCTION, ACHIEVEMENT TESTS, EDUCATIONAL TELEVISION, LEARNING THEORIES, MECHANICAL TEACHING AIDS, PENNSYLVANIA, PITTSBURGH, TEACHING METHODS,

EXPERIMENTS WERE DEVISED TO TEST THE EFFECTIVENESS OF TELEVISED INSTRUCTION. THESE WERE CONCERNED WITH WHETHER (1) METHODS OF LESSON PREPARATION AND TRYOUT COULD USE STUDENT RESPONSES TO REVISE AND IMPROVE A TELEVISION LESSON, (2) METHODS OF ELICITING ACTIVE STUDENT RESPONSE DURING INSTRUCTION COULD INCREASE THE EFFICIENCY OF LEARNING, AND (3) METHODS OF ENCOURAGING STUDENT FOLLOWUP ACTIVITY COULD STIMULATE ACTIVE INTEREST IN THE SUBJECT MATTER. SUPERIOR PERFORMANCE ON ACHIEVEMENT TESTS FOLLOWING THE REVISED TELEVISION LESSON INDICATED THAT STUDENT RESPONSES OBTAINED IN EMPIRICAL PRETESTING COULD LEAD TO IMPROVED INSTRUCTION. RESULTS ALSO INDICATED THAT, WHEN THERE WERE PROVISIONS FOR ACTIVE STUDENT RESPONSES COUPLED WITH APPROPRIATE SEQUENCING OF INSTRUCTION, THERE WERE TANGIBLE GAINS IN LEARNING EFFICIENCY. THE RESULTS OF THE EXPERIMENT ON STUDENT FOLLOWUP ACTIVITIES WERE NOT KNOWN WHEN THIS REPORT WAS SUBMITTED. RELATED REPORTS, INCLUDING THE EXPERIMENTAL RESULTS, ARE ED 003 646 THROUGH ED 003 653. (PM)

ED 003 647 56

IMPROVEMENT OF TELEVISED INSTRUCTION BASED ON STUDENT RESPONSES TO ACHIEVEMENT TESTS. STUDIES IN TELEVISED INSTRUCTION, REPORT 1.
BY- GROPPER, GEORGE L. AND OTHERS
METROPOLITAN PITTSBURGH EDUC. TV STATION, PA.

REPORT NUMBER NDEA-VIIA-336-1 PUB DATE MAR 61
AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES
REPORT NUMBER AIR-C13-61-FR-245-1
GRANT OEG-7-36-047
EDRS PRICE MF-$0.18 HC-$2.96 74P.

DESCRIPTORS- *ACHIEVEMENT TESTS, *INSTRUCTIONAL TELEVISION, *PROGRAMED INSTRUCTION, *TELECOURSES, *TELEVISED INSTRUCTION, INSTRUCTIONAL IMPROVEMENT, PENNSYLVANIA, PITTSBURGH, PROGRAMING, STUDENT REACTION,

A SERIES OF EXPERIMENTS WAS CONDUCTED TO TEST THE EFFECTIVENESS OF TELEVISED INSTRUCTION. THIS REPORT, THE FIRST IN A SERIES, STUDIES THE APPLICATION OF PRETESTING PROCEDURES TO BROADCAST TELEVISION. EXPERIMENTAL COMPARISONS WERE MADE OF THE EFFECTIVENESS OF A PREVIEW VERSION OF A TELEVISED LESSON AND ITS REVISED COUNTERPART. THE EXPERIMENT WAS REPLICATED USING DIFFERENT LESSON CONTENT ON HEAT, ONE ON CHEMISTRY, DIFFERENT INSTRUCTORS, AND DIFFERENT CLASSES OF STUDENTS. EACH LESSON WAS A PREVIEW SHOWING FOLLOWED BY AN ACHIEVEMENT TEST. ANALYSES OF TEST ITEMS REVEALED WHAT WAS NOT BEING TAUGHT EFFECTIVELY. LESSONS WERE REVISED ACCORDINGLY. LATER, PREVIEW AND REVISED VERSIONS OF THE LESSON WERE TELECAST SIMULANEOUSLY. STUDENTS WERE THEN TESTED. RESULTS SHOWED AN AVERAGE IMPROVEMENT VARYING FROM 6 TO 26 PERCENT FOR STUDENTS WHO WATCHED THE REVISED VERSION OVER STUDENTS WHO WATCHED THE ORIGINAL, PREVIEW VERSION. TEST RESULTS FOLLOWING A LESSON PREVIEW WERE CONSIDERED AN EFFECTIVE SUBSTITUTE FOR STUDENT-TEACHER INTERACTION. TELEVISION ENABLED THE INSTRUCTOR TO TAILOR HIS PRESENTATION TO THE NEEDS AND ABILITIES OF HIS PARTICULAR STUDENT AUDIENCE. RELATED REPORTS ARE ED 003 646 THROUGH ED 003 653. (HB)

ED 003 648 56
AN EXPERIMENTAL COMPARISON OF A CONVENTIONAL TV LESSON WITH A PROGRAMMED TV LESSON REQUIRING ACTIVE STUDENT RESPONSE. STUDIES IN TELEVISED INSTRUCTION, REPORT 2.
BY- GROPPER, GEORGE L. LUMSDAINE, ARTHUR A.
METROPOLITAN PITTSBURGH EDUC. TV STATION, PA.
REPORT NUMBER NDEA-VIIA-336-2 PUB DATE MAR 61
AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES
REPORT NUMBER AIR-C13-61-FR-245-2
GRANT OEG-7-36-047
EDRS PRICE MF-$0.18 HC-$2.96 74P.

DESCRIPTORS- *EFFECTIVE TEACHING, *INSTRUCTIONAL TELEVISION, *PROGRAMED INSTRUCTION, *TELECOURSES, *TELEVISED INSTRUCTION, INDIVIDUAL DIFFERENCES, LEARNING, PENNSYLVANIA, PITTSBURGH, REINFORCEMENT, STUDENT REACTION,

A SERIES OF EXPERIMENTS WAS CONDUCTED TO TEST THE EFFECTIVENESS OF TELEVISED INSTRUCTION. THIS REPORT, THE SECOND IN A SERIES, EXAMINED THE EFFECTIVENESS OF ACTIVE STUDENT RESPONSE ON LEARNING DURING TELEVISED LESSON. PRINCIPLES OF PROGRAMING DERIVED FROM TEACHING-MACHINE RESEARCH AND APPLIED IN THIS STUDY INCLUDED (1) THE REDUCTION OF LESSON CONTENT TO SMALL STEPS AND THEIR SEQUENCING, (2) THE ENCOURAGEMENT OF ACTIVE STUDENT RESPONSE AT EACH STEP, FOLLOWED BY KNOWLEDGE OF RESULTS OR REINFORCEMENT, AND (3) THE PRELIMINARY TRYOUT OF LESSONS TO DETERMINE THE PROBABILITY OF ACTIVE RESPONSES AT EACH STEP. TWO LESSONS, ONE ON THE EFFECT OF HEAT AND ONE IN NUCLEAR REACTIONS, WERE EMPLOYED. IN EACH, A PROGRAMED VERSION WAS CONTRASTED WITH A CONVENTIONAL LECTURE. RESULTS TENDED GENERALLY, BUT NOT INVARIABLY, TO SUPPORT THE EFFECTIVENESS OF ACTIVE STUDENT RESPONSE TO PROGRAMED MATERIAL. THE GAIN IN EFFECTIVENESS WAS GREATER FOR HIGH IQ STUDENTS THAN FOR LOW IQ STUDENTS. THIS SUGGESTED THAT PROGRAMED TELEVISION LESSONS DIRECTED TOWARD THE AVERAGE STUDENT IN A GROUP MAY BE INADEQUATE TO ELICIT CORRECT RESPONSES. THE RESULTS INDICATED THE DIFFICULTY OF PROGRAMING TELEVISION LESSONS FOR GROUP INSTRUCTION WHEN THERE ARE WIDE INDIVIDUAL DIFFERENCES IN ABILITY. RELATED REPORTS ARE ED 003 646 THROUGH ED 003 653. (HB)

ED 003 649 56
AN EXPERIMENTAL EVALUATION OF THE CONTRIBUTION OF SEQUENCING, PRETESTING, AND ACTIVE STUDENT RESPONSE TO THE EFFECTIVENESS OF PROGRAMMED TV INSTRUCTION. STUDIES IN TELEVISED INSTRUCTION, REPORT 3.
BY- GROPPER, GEORGE L. LUMSDAINE, ARTHUR A.
METROPOLITAN PITTSBURGH EDUC. TV STATION, PA.
REPORT NUMBER NDEA-VIIA-336-3 PUB DATE APR 61
AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES
REPORT NUMBER AIR-C13-61-FR-245-3
GRANT OEG-7-36-047
EDRS PRICE MF-$0.18 HC-$3.48 87P.

DESCRIPTORS- *ACHIEVEMENT, *FILMS, *INSTRUCTIONAL TELEVISION, *PROGRAMED INSTRUCTION, *TELEVISED INSTRUCTION, LEARNING, PENNSYLVANIA, PITTSBURGH, STUDENT REACTION,

A SERIES OF EXPERIMENTS WAS CONDUCTED TO TEST THE EFFECTIVENESS OF TELEVISED INSTRUCTION. THIS STUDY, THE THIRD IN A SERIES, EXPLORED THE ROLE IN FIXED-PACE TELEVISION INSTRUCTION OF SOME OF THE TECHNIQUES AND PRACTICES EMPLOYED IN TEACHING-MACHINE INSTRUCTION. THREE SEPARATE EXPERIMENTS WERE CONDUCTED--(1) A JUNIOR HIGH SCHOOL LESSON ON NEWTON'S LAWS OF MOTION WAS USED TO EVALUATE THE EFFECTIVENESS OF ACTIVE STUDENT RESPONSE. THE RESULTS WERE INTERPRETED TO MEAN THAT MERELY REQUIRING ACTIVE RESPONSE IS NOT SUFFICIENT. TO BE EFFECTIVE, LESSONS MUST BE ADEQUATELY PREPARED TO ENABLE STUDENTS TO MAKE CORRECT RESPONSES. (2) THE EFFECTIVENESS OF A PROGRAMED OR SEQUENCE LESSON ON MOVIES REQUIRING ACTIVE RESPONSE WAS CONTRASTED WITH THE IDENTICAL LESSON WHICH DID NOT REQUIRE ACTIVE RESPONSE. STUDENTS WHO MADE ACTIVE RESPONSES RATED SIGNIFICANTLY HIGHER ON ACHIEVEMENT TESTS THAN DID THEIR COUNTERPARTS WHO ONLY PASSIVELY VIEWED AN IDENTICAL LESSON. (3) AN EVALUATION WAS MADE OF THE EFFECTIVENESS OF ADDING SEVERAL STAGES OF TRYOUT AND REVISION TO PROGRAMED LESSONS. A TRYOUT CONSISTED OF DETERMINING WHETHER STUDENTS COULD MAKE CORRECT RESPONSES AT EACH STEP OF A PROGRAMED LESSON. THE VALUE OF THIS PROCEDURE WAS ATTRIBUTED TO THE SUPERIOR CAPABILITY OF REVISED PROGRAMS TO ELICIT CORRECT RESPONSES. REVISION CONSISTED OF ALTERATION OF THE PROGRAM TO MAKE STUDENTS BETTER ABLE TO RESPOND CORRECTLY. RELATED REPORTS ARE ED 003 646 THROUGH ED 003 653. (HB)

ED 003 650 56
AN INVESTIGATION OF THE ROLE OF SELECTED VARIABLES IN PROGRAMMED TV INSTRUCTION. STUDIES IN TELEVISED INSTRUCTION, REPORT 4.
BY- GROPPER, GEORGE L. LUMSDAINE, ARTHUR A.

METROPOLITAN PITTSBURGH EDUC. TV STATION, PA.
REPORT NUMBER NDEA-VIIA-336-4 PUB DATE APR 61
AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES
REPORT NUMBER AIR-C13-61-FR-245-4
GRANT OEG-7-36-047
EDRS PRICE MF-$0.18 HC-$4.52 113P.

DESCRIPTORS- *FEEDBACK, *INSTRUCTIONAL TELEVISION, *STUDENT BEHAVIOR, *STUDENT REACTION, *TELEVISED INSTRUCTION, ACADEMIC PERFORMANCE, PENNSYLVANIA, PERFORMANCE, PITTSBURGH, PROGRAMED INSTRUCTION, PROGRAMING, TELEVISION,

A SERIES OF EXPERIMENTS WAS CONDUCTED TO TEST THE EFFECTIVENESS OF TELEVISED INSTRUCTION. THIS STUDY, THE FOURTH IN A SERIES, ILLUSTRATED THE DUAL USE OF STUDENT RESPONSE TO TEST PROGRAMING ADEQUACY AND TO ENHANCE LEARNING EFFECTIVENESS. PART 1 OF THE REPORT DISCUSSED TWO VARIABLES WHICH WERE INTRODUCED INTO EXPERIMENTAL VERSIONS OF LESSONS IN AN ATTEMPT TO CREATE HEIGHTENED STIMULUS FOR RESPONSE. IN ONE EXPERIMENT, CLASSROOM STUDENTS WERE ENCOURAGED TO COMPETE WITH STUDENTS IN A STUDIO IN COMPLETING STATEMENTS BEGUN BY THE LECTURER. A SECOND EXPERIMENT PROVIDED ONLY INTERMITTENT FEEDBACK OF RESULTS AFTER THE INSTRUCTOR PAUSED TO ALLOW TIME FOR STUDENT RESPONSE. NO SIGNIFICANT DIFFERENCES WERE FOUND BETWEEN THE EXPERIMENTAL AND CONTROL GROUPS FOR EITHER EXPERIMENT. THE FINDINGS WERE INTERPRETED TO MEAN THAT THE VARIABLES MAY NOT HAVE BEEN IMPLEMENTED TO SERVE THEIR PURPOSE. PART 2 OF THE REPORT PRESENTED STUDIES RELATED TO THE EFFECTIVENESS OF ACTIVE RESPONSE WHEN COMPARED WITH OTHER MODES OF RESPONSE. NEITHER OF THE EXPERIMENTS REVEALED SIGNIFICANT DIFFERENCES BETWEEN THE MODES OF RESPONSE COMPARED. RELATED REPORTS ARE ED 003 646 THROUGH ED 003 653. (JC)

ED 003 651 56
ISSUES IN PROGRAMMING INSTRUCTIONAL MATERIALS FOR TELEVISED PRESENTATION. STUDIES IN TELEVISED INSTRUCTION, REPORT 5.
BY- GROPPER, GEORGE L. LUMSDAINE, ARTHUR A.
METROPOLITAN PITTSBURGH EDUC. TV STATION, PA.
REPORT NUMBER NDEA-VIIA-336-5 PUB DATE MAY 61
AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES
REPORT NUMBER AIR-C13-61-FR-245-5
GRANT OEG-7-36-047
EDRS PRICE MF-$0.09 HC-$1.52 38P.

DESCRIPTORS- *AUTOINSTRUCTIONAL PROGRAMS, *INSTRUCTIONAL TELEVISION, *PROGRAMED INSTRUCTION, *STUDENT BEHAVIOR, *TELEVISED INSTRUCTION, INSTRUCTIONAL MATERIALS, PENNSYLVANIA, PITTSBURGH, PROGRAMED MATERIALS, PROGRAMING, PROGRAMING PROBLEMS, STUDENT REACTION, TELEVISION,

A SERIES OF EXPERIMENTS WAS CONDUCTED TO TEST THE EFFECTIVENESS OF TELEVISED INSTRUCTION. THIS STUDY, THE FIFTH IN A SERIES, EXAMINED SOME OF THE ISSUES INVOLVED IN PROGRAMING LEARNING SEQUENCES FOR TELEVISION. THE TOPICS REPORTED WERE--(1) BASIC OBJECTIVES AND FUNCTIONS OF PROGRAMED AUTOINSTRUCTION, (2) OBJECTIVES IN APPLYING PROGRAMING PROCEDURES TO TELEVISION, (3) PHYSICAL CHARACTERISTICS OF THE TELEVISION MEDIUM, (4) ROLE OF THE PROGRAM USED WITH INSTRUCTIONAL DEVICES, AND (5) PROGRAMING FOR TELEVISION. SPECIFIC PROCEDURES AND PROBLEMS IN PROGRAMING WERE DISCUSSED AND RELATED TO PRACTICAL EXPERIENCE GAINED IN STUDIES ON INITIAL ATTEMPTS TO PROGRAM FOR FIXED-PACE PRESENTATION. A CONCLUDING SECTION IS DEVOTED TO THE FUTURE ROLE OF PROGRAMED TELEVISION INSTRUCTION. RELATED REPORTS ARE ED 003 646 THROUGH ED 003 653. (JC)

ED 003 652 56
AN EVALUATION OF TELEVISION PROCEDURES DESIGNED TO STIMULATE EXTRACURRICULAR SCIENCE ACTIVITIES. STUDIES IN TELEVISED INSTRUCTION, REPORT 6.
BY- GROPPER, GEORGE L. AND OTHERS
METROPOLITAN PITTSBURGH EDUC. TV STATION, PA.
REPORT NUMBER NDEA-VIIA-336-6 PUB DATE MAY 61
AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES
REPORT NUMBER AIR-C13-61-FR-245-6
GRANT OEG-7-36-047
EDRS PRICE MF-$0.18 HC-$2.60 65P.

DESCRIPTORS- *COCURRICULAR ACTIVITIES, *INSTRUCTIONAL TELEVISION, *PROGRAMED INSTRUCTION, *SCIENCE ACTIVITIES, *TELEVISED INSTRUCTION, DEMONSTRATIONS (EDUCATIONAL), EDUCATIONAL TELEVISION, EXPERIMENTS, JUNIOR HIGH SCHOOL, PENNSYLVANIA, PITTSBURGH, SCIENCE EXPERIMENTS, STIMULUS BEHAVIOR, STIMULUS DEVICES, STUDENT EXPERIENCES, STUDENT PARTICIPATION, STUDENT REACTION,

A SERIES OF EXPERIMENTS WAS CONDUCTED TO TEST THE EFFECTIVENESS OF TELEVISED INSTRUCTION. THIS STUDY, THE SEVENTH IN A SERIES, EVALUATED THE EFFECTIVENESS OF THREE PROCEDURES TO STIMULATE STUDENT EXTRACURRICULAR SCIENCE ACTIVITIES. IN THE FIRST PROCEDURE THE PRESENTATION METHOD, ADULT INSTRUCTORS PERFORMED THE EXPERIMENTS IN ONE VERSION AND STUDENTS PERFORMED THE EXPERIMENTS IN ANOTHER VERSION. IN THE STUDENT-DEMONSTRATOR VERSION THE SECOND PROCEDURE WAS INTRODUCED. THREE EXPERIMENTS WERE PERFORMED TO COMPLETION AND ANOTHER THREE WERE BEGUN BUT CUT OFF BEFORE COMPLETION. FOLLOWING TELEVISED PRESENTATION, A THIRD PROCEDURE WAS INTRODUCED IN WHICH SOME CLASSES WERE PROVIDED WITH KITS AND INSTRUCTION TO ENABLE STUDENTS TO PERFORM THE EXPERIMENTS, AND STUDENTS IN OTHER CLASSES WERE GIVEN POSTCARDS OR ONLY INFORMATION SO THEY COULD WRITE IN FOR KITS. THE RESULTS WERE--(1) MORE STUDENTS WHO WATCHED FELLOW STUDENTS PERFORM EXPERIMENTS PERFORMED ON THEIR OWN THAN DID THOSE STUDENTS WHO WATCHED ADULT INSTRUCTORS, (2) THE MORE DIRECTLY AVAILABLE THE KITS WERE, THE MORE LIKELY STUDENTS WERE TO PERFORM AN EXPERIMENT, AND (3) THE COMPLETED EXPERIMENTS WERE NOMINATED AS ONES THE STUDENTS WANTED TO PERFORM MORE OFTEN. RELATED REPORTS ARE ED 003 646 THROUGH ED 003 653. (JC)

ED 003 653 56
THE USE OF STUDENT RESPONSE TO IMPROVE TELEVISED INSTRUCTION, AN OVERVIEW. STUDIES IN TELEVISED INSTRUCTION, REPORT 7.
BY- GROPPER, GEORGE L. LUMSDAINE, ARTHUR A.
METROPOLITAN PITTSBURGH EDUC. TV STATION, PA.
REPORT NUMBER NDEA-VIIA-336-7 PUB DATE JUN 61
AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES
REPORT NUMBER AIR-C13-61-FR-245-7
CONTRACT OEC-7-36-047
EDRS PRICE MF-$0.09 HC-$1.56 39P.

DESCRIPTORS- *INSTRUCTIONAL TELEVISION, *PROGRAMED INSTRUCTION, *STUDENT REACTION, *TELEVISED INSTRUCTION, ACADEMIC PERFORMANCE, ACHIEVEMENT, INSTRUCTIONAL IMPROVEMENT, JUNIOR HIGH SCHOOLS, PENNSYLVANIA, PERFORMANCE, PITTSBURGH, SCIENCE COURSES, STUDENT BEHAVIOR, STUDENT PARTICIPATION,

A SERIES OF EXPERIMENTS WAS CONDUCTED TO TEST THE EFFECTIVENESS OF TELEVISED INSTRUCTION. THIS REPORT, THE SEVENTH, DESCRIBES THE USE OF GENERAL SCIENCE LESSONS FOR JUNIOR HIGH SCHOOL STUDENTS TELEVISED BY AN EDUCATIONAL STATION. FOR EACH EXPERIMENT TWO ALTERNATE VERSIONS WERE PREPARED. ONE VERSION (THE EXPERIMENTAL LESSON) WAS SHOWN, AND COMPARED WITH THE SECOND VERSION (THE CONTROL LESSON) SIMULTANEOUSLY TELECAST OVER ANOTHER CHANNEL. DESCRIBED IN THIS REPORT, IN EACH OF THE THREE TYPES OF STUDIES, STUDENT PERFORMANCE WAS USED BEFORE, DURING, AND AFTER TELEVISION LESSONS TO EVALUATE AND IMPROVE TELEVISED INSTRUCTION. CONCLUSIONS WERE THAT MORE EFFECTIVE USE OF EDUCATIONAL TELEVISION WILL RESULT FROM SYSTEMATIC ATTENTION TO ITS METHODS FOR STIMULATING APPROPRIATE STUDENT RESPONSES AND FOR ALTERING OR REVISING INSTRUCTIONAL PROGRAMS UNTIL STUDENTS ATTAIN THE CAPABILITY OF MAKING THESE RESPONSES. RELATED REPORTS ARE ED 003 646 THROUGH ED 003 653. (JC)

ED 003 654 56

A COMPARISON OF AUTOMATED TEACHING PROGRAMS WITH CONVENTIONAL TEACHING METHODS AS APPLIED TO TEACHING MENTALLY RETARDED STUDENTS.
BY- PRICE, JAMES E.
PARTLOW STATE SCHOOL, TUSCALOOSA, ALA.
REPORT NUMBER NDEA-VIIA-670 PUB DATE 61
GRANT OEG-701124
EDRS PRICE MF-$0.09 HC-$0.52 13P.

DESCRIPTORS- *ARITHMETIC, *AUTOINSTRUCTIONAL METHODS, *COMPARATIVE ANALYSIS, *MENTALLY HANDICAPPED, *PROGRAMED INSTRUCTION, ALABAMA, ANSWER CONSTRUCT (AC), MULTIPLE CHOICE (MC), PROBLEM SOLVING, TEACHING MACHINES, TUSCALOOSA,

TWO METHODS OF PRESENTING PROGRAMED MATERIAL AND THE EFFECTIVENESS OF THE INSTRUCTION ON MENTAL RETARDATES WERE STUDIED--(1) ANSWER-CONSTRUCT (A-C) WHICH REQUIRED THAT THE ANSWER BE WRITTEN-IN AND (2) MULTIPLE CHOICE (MC) WHICH REQUIRED THAT THE CORRECT ANSWER BE CHOSEN AND MARKED. THE SUBJECTS WERE 36 STUDENTS ATTENDING A STATE INSTITUTION FOR THE MENTALLY RETARDED. TWO EXPERIMENTAL GROUPS WERE DESIGNATED AND ASSIGNED. A THIRD GROUP (CONTROL) WAS ESTABLISHED TO RECEIVE CONVENTIONAL INSTRUCTION. THE SUBJECTS RECEIVED INSTRUCTION IN ARITHMETIC BY MEANS OF TEACHING MACHINES. PRE- AND POST-TESTS WERE ADMINISTERED AND THE RESULTS COMPARED. RESULTS INDICATED THAT (1) THE RETARDED CHILD DOES ADAPT TO PROGRAMED LEARNING AND APPEARS TO MAKE AS MUCH PROGRESS AS WITH CONVENTIONAL TEACHING, AND IN LESS TIME, (2) THERE WERE NO SIGNIFICANT DIFFERENCES BETWEEN GROUPS IN AMOUNT LEARNED IN THE SUBTRACTION COURSE WHERE THE MC METHOD RESULTED IN CONSIDERABLE IMPROVEMENT CONTRASTED WITH NO IMPROVEMENT IN THE AC OR CONVENTIONAL GROUPS. (RS)

ED 003 655 56

SELF-INSTRUCTIONAL SUPPLEMENTS FOR A TELEVISED PHYSICS COURSE, STUDY PLAN AND EXPERIMENTAL DESIGN.
BY- KLAUS, DAVID J. LUMSDAINE, ARTHUR A.
AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES
REPORT NUMBER NDEA-VIIA-337 PUB DATE DEC 59
REPORT NUMBER AIR-310-59-IR-99
GRANT OEG-736022.90
EDRS PRICE MF-$0.09 HC-$1.76 44P.

DESCRIPTORS- *AUTOINSTRUCTIONAL AIDS, *GROUP INSTRUCTION, *PHYSICS INSTRUCTION, *PROGRAMING, *TELEVISED INSTRUCTION, COMPARATIVE ANALYSIS, HIGH SCHOOLS, PENNSYLVANIA, PITTSBURGH, RESEARCH METHODOLOGY, SUPPLEMENTARY EDUCATION, TEACHING TECHNIQUES,

THE INITIAL PHASES OF A STUDY OF SELF-INSTRUCTIONAL AIDS FOR A TELEVISED PHYSICS COURSE WERE DESCRIBED. THE APPROACH, EXPERIMENTAL DESIGN, PROCEDURE, AND TECHNICAL ASPECTS OF THE STUDY PLAN WERE INCLUDED. THE MATERIALS WERE PREPARED TO SUPPLEMENT THE SECOND SEMESTER OF HIGH SCHOOL PHYSICS. THE MATERIAL COVERED STATIC AND CURRENT ELECTRICITY, ELECTRIC FIELDS AND MOTORS, REFLECTION AND REFRACTION OF LIGHT. THE MATERIALS WERE ORGANIZED TO CORRESPOND TO A PHYSICS SERIES BEING TELECAST DAILY BY TWO EDUCATIONAL TELEVISION STATIONS IN PITTSBURGH. ALSO INCLUDED WERE DISCUSSIONS OF (1) THE SELECTION OF METHODS OF PRESENTATION, (2) THE DESIGN OF AN EXPERIMENT, (3) THE CONDUCT OF AN EXPERIMENT, AND (4) METHODS OF EVALUATION. THE STUDY WAS EXPECTED TO CONTRIBUTE TO THE VALUE OF FUTURE APPLICATIONS AND RESEARCH BY USING LARGE GROUPS OF STUDENTS AND EXTENSIVE BLOCKS OF MATERIALS. RELATED REPORTS ARE ED 003 205 THROUGH ED 003 207, ED 003 214, ED 003 215, AND ED 003 655 THROUGH ED 003 659. (RS)

ED 003 656 56

AN EXPERIMENTAL FIELD TEST OF THE VALUE OF SELF-TUTORING MATERIALS IN HIGH SCHOOL PHYSICS. INTERIM REPORT.
BY- KLAUS, DAVID J. LUMSDAINE, ARTHUR A.
AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES
REPORT NUMBER NDEA-VIIA-337-1 PUB DATE APR 60
REPORT NUMBER AIR-310-60-IR-107
GRANT OEG-736022-90
EDRS PRICE MF-$0.09 HC-$0.88 22P.

DESCRIPTORS- *ACHIEVEMENT GAINS, *AUTOINSTRUCTIONAL AIDS, *MATERIAL DEVELOPMENT, *PHYSICS INSTRUCTION, *TELEVISED INSTRUCTION, ACADEMIC ACHIEVEMENT, COMPARATIVE ANALYSIS, HIGH SCHOOL STUDENTS, PENNSYLVANIA, PITTSBURGH, PROGRAMING, SUPPLEMENTARY EDUCATION, TEACHING TECHNIQUES,

VARIOUS ASPECTS OF THE DEVELOPMENT AND USE OF SELF-INSTRUCTIONAL MATERIALS WERE REPORTED. MATERIALS WERE DEVELOPED TO COVER 6 WEEKS OF INSTRUCTION IN THE SECOND SEMESTER OF HIGH SCHOOL PHYSICS. APPROXIMATELY 3,000 INDIVIDUAL QUESTION-AND-ANSWER FRAMES WERE INCORPORATED INTO THE MATERIALS. TO DETERMINE THE CONTRIBUTION OF THE MATERIALS TO STUDENT ACHIEVEMENT, COMPREHENSIVE EXAMINATIONS COVERING NINE INSTRUCTIONAL UNITS WERE CONDUCTED. THE SUBJECTS CONSISTED OF APPROXIMATELY 450 STUDENTS IN 15 HIGH SCHOOLS WHERE PHYSICS FILMS (TELECAST DAILY OVER EDUCATIONAL TELEVISION STATIONS IN PITTSBURGH) WERE USED REGULARLY. COMPARISONS OF RESULTS WERE MADE OF CLASSES WHICH RECEIVED THE SELF-INSTRUCTIONAL MATERIALS, SUPPLEMENTING THEIR REGULAR PHYSICS COURSE, AND THE CLASSES WHICH RECEIVED ONLY CONVENTIONAL INSTRUCTION. THE PRELIMINARY RESULTS INDICATED THAT SELF-INSTRUCTIONAL MATERIALS MADE A SIGNIFICANT CONTRIBUTION TO THE LEVEL OF ACHIEVEMENT ATTAINED BY THE SUBJECTS. FURTHER PLANS OF THIS PROJECT WERE SUMMARIZED. RELATED REPORTS ARE ED 003 205 THROUGH ED 003 207, ED 003

214, ED 003 215, AND ED 003 655 THROUGH ED 003 659. (RS)

ED 003 657 56

INTRODUCTION AND STATIC ELECTRICITY, VOLUME 1.
BY- KLAUS, DAVID J. AND OTHERS
AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES
REPORT NUMBER NDEA-VIIA-337-VOL-1 PUB DATE 60
REPORT NUMBER AIR-310-RP-60-1-1-2-3
GRANT OEG-736022-90
EDRS PRICE MF-$0.90 HC-$23.08 577P.

DESCRIPTORS- *AUTOINSTRUCTIONAL AIDS, *MATERIAL DEVELOPMENT, *PHYSICS INSTRUCTION, *PROGRAMED MATERIALS, *TEXTBOOK PREPARATION, EXPERIMENTAL PROGRAMS, PENNSYLVANIA, PITTSBURGH, PROGRAMED INSTRUCTION,

THIS VOLUME, PART OF A TWO-VOLUME SET, PROVIDES AUTOINSTRUCTION IN PHYSICS. THE MATERIAL COVERS UNITS ON (1) STATIC ELECTRICITY AND ELECTRICAL CHARGES, (2) COULOMB'S LAW, (3) DISTRIBUTION OF CHARGE AND FLOW OF CURRENT, (4) DIFFERENCE OF POTENTIAL, (5) BATTERIES AND CIRCUITS, (6) RESISTANCE AND RESISTORS, (7) POTENTIAL DIVIDER AND WHEATSTONE BRIDGE, (8) ELECTRICAL FIELD AND CAPACITANCE, AND (9) ELECTROSTATICS AND ELECTRIC CURRENTS REVIEW. VOLUME 2, ED 003 659, PRESENTS UNITS ON REFLECTION AND REFRACTION OF LIGHT. (RS)

ED 003 658 56

ATOMIC PHYSICS, AN AUTOINSTRUCTIONAL PROGRAM, VOLUME 1, SUPPLEMENT.
BY- KLAUS, DAVID J. DETERLINE, WILLIAM A.
AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES
REPORT NUMBER NDEA-VIIA-337-VOL-1-SUPPL PUB DATE 61
REPORT NUMBER AIR-C10-9-61-RP-1
EDRS PRICE MF-$0.36 HC-$8.16 204P.

DESCRIPTORS- *ATOMIC THEORY, *AUTOINSTRUCTIONAL AIDS, *MATERIAL DEVELOPMENT, *NUCLEAR PHYSICS, *PHYSICS INSTRUCTION, *PROGRAMED INSTRUCTION, EXPERIMENTAL PROGRAMS, PENNSYLVANIA, PITTSBURGH, TEXTBOOK PREPARATION,

AUTOINSTRUCTIONAL MATERIALS WERE PREPARED FOR USE IN AN EXPERIMENTAL STUDY OF THE SELF-TUTORING APPROACH IN EDUCATION. THE MATERIALS COVER SECTIONS ON (1) THE ATOM, (2) ATOMIC PARTICLES, (3) CATHODE RAYS, (4) MEASURING THE ELECTRON, (5) CHARGE AND MASS OF THE ELECTRON, AND (6) MASS OF ATOMS. RELATED REPORTS ARE ED 003 205 THROUGH ED 003 207, ED 003 214, AND ED 003 215. (RS)

ED 003 659 56

REFLECTION AND REFRACTION, VOLUME 2.
BY- KLAUS, DAVID J. AND OTHERS
AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES
REPORT NUMBER NDEA-VIIA-337-VOL-2 PUB DATE 60
REPORT NUMBER AIR-310-RP-60-1-3-4
GRANT OEG-736022-90
EDRS PRICE MF-$1.08 HC-$28.56 714P.

DESCRIPTORS- *AUTOINSTRUCTIONAL AIDS, *MATERIAL DEVELOPMENT, *PHYSICS INSTRUCTION, *PROGRAMED MATERIALS, *TEXTBOOK PREPARATION, EXPERIMENTAL PROGRAMS, PENNSYLVANIA, PITTSBURGH, PROGRAMED INSTRUCTION,

THIS VOLUME 2 OF A TWO-VOLUME SET PROVIDES AUTOINSTRUCTION IN PHYSICS. THE UNITS COVERED IN THIS VOLUME ARE (1) REFLECTION OF LIGHT, (2) PHOTOMETRY, (3) POLARIZATION, (4) REFRACTION OF LIGHT, (5) SNELL'S LAW, (6) LENSES, FOCUS, AND FOCAL POINTS, (7) IMAGE FORMATION, AND (8) ABERRATIONS, THE EYE, AND MAGNIFICATION. THE INTRODUCTION AND UNITS ON STATIC ELECTRICITY ARE CONTAINED IN VOLUME 1, ED 003 657. (RS)

ED 003 660 56

STUDIES OF BYPASSING AS A WAY OF ADAPTING SELF-INSTRUCTION PROGRAMS TO INDIVIDUAL DIFFERENCES. FINAL REPORT.
BY- CAMPBELL, VINCENT N. BRIGGS, LESLIE J.
AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES
REPORT NUMBER NDEA-VIIA-520 PUB DATE MAY 62
REPORT NUMBER AIR-C41-5-62-FR
GRANT OEG-736103-00
EDRS PRICE MF-$0.18 HC-$3.24 81P.

DESCRIPTORS- *AUTOINSTRUCTIONAL PROGRAMS, *INDIVIDUAL DIFFERENCES, *PROGRAMED INSTRUCTION, CALIFORNIA, INSTRUCTIONAL MATERIALS, LEARNING ACTIVITIES, LEARNING PROCESSES, SAN MATEO,

POTENTIAL ECONOMIC FORMS OF ADAPTIVE, SELF-INSTRUCTIONAL PROGRAMS WHICH WOULD BE OF PRACTICAL USE IN ADJUSTING TO INDIVIDUAL DIFFERENCES WERE INVESTIGATED. "PARALLEL" PROGRAMS (ONE STUDENT LEARNING BEST BY ONE PROGRAM AND A SECOND STUDENT BENEFITING MOST FROM ANOTHER) WERE FIRST EXPLORED AS A WAY TO ADJUST TO INDIVIDUAL DIFFERENCES. THIS APPROACH WAS FOUND TO BE INADEQUATE, POSSIBLY BECAUSE OF THE CHOICE OF INAPPROPRIATE KINDS OF DIFFERENCES AMONG PROGRAMS EXPECTED TO INTERACT WITH INDIVIDUAL STYLES OF LEARNING ACTIVITY. THE SECOND APPROACH TURNED TO THE DEVELOPMENT OF A SERIES OF 10 EXPERIMENTS IN THE BYPASSING FORM OF BRANCHING PROGRAMS. ABOUT 2,000 PUBLIC SCHOOL STUDENTS SERVED AS SUBJECTS. MANY WERE OBSERVED SINGLY IN LABORATORY EFFORTS TO FIND CLUES FOR IMPROVING THE BYPASS TECHNIQUE BY BOTH EXPERIMENTAL AND OBSERVATION METHODS. THESE EXPERIMENTS DID NOT ACHIEVE THE GOAL OF DEVELOPING A SIMPLE AND EFFECTIVE FORM OF ADAPTIVE PROGRAM FOR THE KINDS OF MATERIAL EMPLOYED. THE RESEARCH DID RESULT, HOWEVER, IN DEVELOPMENT OF AN EMPIRICAL METHOD FOR DETERMINING THE DEGREE TO WHICH GIVEN MATERIAL HAS THE CHARACTERISTICS FOR WHICH BYPASSING PROGRAMS SHOULD BE MOST EFFECTIVE. IN ADDITION, PROGRAMS AND GRADE NORMS FOR A WIDE RANGE OF AGE GROUPS WERE ESTABLISHED. (JH)

ED 003 661 56

ADJUSTING SELF-INSTRUCTION PROGRAMS TO INDIVIDUAL DIFFERENCES--STUDIES OF CUEING, RESPONDING AND BYPASSING PERIOD, INTERIM REPORT.
BY- CAMPBELL, VINCENT N. BRIGGS, LESLIE J.
AMERICAN INST. FOR RESEARCH IN BEHAVIORAL SCIENCES
REPORT NUMBER NDEA-VIIA-520 PUB DATE JUL 61
REPORT NUMBER AIR-C41-7-61-SR
GRANT OEG-736103-00
EDRS PRICE MF-$0.18 HC-$2.64 66P.

DESCRIPTORS- *AUTOINSTRUCTIONAL PROGRAMS, *PROGRAMED INSTRUCTION, CALIFORNIA, HIGH SCHOOL STUDENTS, MATHEMATICS, PHYSICS, SAN MATEO, SCHOOL AND COLLEGE ABILITY TESTS (SCAT), SEVERAL POSSIBLE WAYS OF ADJUSTING SELF-INSTRUCTION PROGRAMS TO INDIVIDUAL DIFFERENCES AMONG LEARNERS WERE EXPLORED IN EXPERIMENTAL PILOT STUDIES. THE PROGRAMS UTILIZED A VARIETY OF RESPONSE MODES AND STEP SIZES, AND PRESENTED TOPICS WITHIN PHYSICS AND MATHEMATICS TO STUDENTS OF 8TH-, 9TH-, AND 10TH-GRADE LEVELS. SCHOLASTIC ABILITY, AS MEASURED BY SCHOOL AND COLLEGE ABILITY TESTS, SERVED AS A CONTROL MEASURE IN THE OPTIONAL RESPONSE AND BYPASSING STUDIES. IDEAS FOR FUTURE RESEARCH WERE PRESENTED. BYPASSING APPEARS TO BE A POTENTIALLY VERSATILE TECHNIQUE FOR ADAPTING PROGRAMED INSTRUCTION TO INDIVIDUAL DIFFERENCES. (LP)

ED 003 662 56
SIZE-OF-STEP AND ACHIEVEMENT IN PROGRAMED SPELLING.
BY- SMITH, WENDELL MOORE, J. WILLIAM
BUCKNELL UNIV., LEWISBURG, PA.
REPORT NUMBER NDEA-VIIA-485 PUB DATE SEP 61
GRANT OEG-7-36-087-00
EDRS PRICE MF-$0.09 HC-$1.00 25P.

DESCRIPTORS- *GRADE 5, *PROGRAMED INSTRUCTION, *PROGRAMED MATERIALS, *SPELLING, ACHIEVEMENT TESTS, EXPERIMENTAL PROGRAMS, LEWISBURG, PENNSYLVANIA,

THE EFFECTS OF THREE SIZES-OF-STEP AND THE TYPE AND AMOUNT OF CUEING UPON ACHIEVEMENT IN SPELLING WERE COMPARED. NINETY-SIX FIFTH-GRADE PUBLIC SCHOOL STUDENTS WERE RANDOMLY ASSIGNED TO ONE OF SIX EXPERIMENTAL TREATMENTS. ALL SUBJECTS WERE MATCHED ON SEX BEFORE ASSIGNMENT. THE MEAN SCORES ON EACH OF THE WEEKLY TESTS WERE COMPARED BY AN ANALYSIS OF VARIANCE. IN NONE OF THE COMPARISONS WAS THE DIFFERENCE BETWEEN MEANS STATISTICALLY SIGNIFICANT. THE CONCLUSION WAS THAT ALL SIX METHODS WERE EQUALLY EFFECTIVE FOR TEACHING SPELLING. (LP)

ED 003 663 56
THE CONTEXT OF INSTRUCTIONAL TELEVISION. SUMMARY REPORT OF RESEARCH FINDINGS, THE DENVER-STANFORD PROJECT.
BY- SCHRAMM, WILBUR AND OTHERS
DENVER PUBLIC SCHOOLS, COLO.
REPORT NUMBER NDEA-VIIA-354-5 PUB DATE JUN 64
STANFORD UNIV., CALIF.
GRANT OEG-7-14-1380-083
EDRS PRICE MF-$0.36 HC-$9.32 233P.

DESCRIPTORS- *ELEMENTARY GRADES, *INSTRUCTIONAL TELEVISION, *LEARNING PROCESSES, *PROGRAMED INSTRUCTION, *SPANISH, ACADEMIC PERFORMANCE, CALIFORNIA, COLORADO, DENVER, DENVER STANFORD PROJECT, FAMILY INFLUENCE, GRADE 5, GRADE 6, LEARNING ACTIVITIES, LEARNING EXPERIENCES, PARENT ROLE, STANFORD,

EFFECTIVE MEANS OF TEACHING SPANISH IN ELEMENTARY SCHOOLS OF DENVER, COLORADO, WERE STUDIED. EFFORTS WERE DIRECTED TOWARD DETERMINING THE KIND OF LEARNING AND LEARNING CONTEXT THAT WOULD MAKE FOR MAXIMUM LEARNING FROM INSTRUCTIONAL TELEVISION. PROJECT DURATION WAS FROM 1960 TO THE BEGINNING OF 1964. THE PURPOSE OF THE PROJECT WAS TO SYSTEMATICALLY VARY THE ELEMENTS IN THE LEARNING SITUATION, TEST DIFFERENT TREATMENTS AND COMBINATIONS, AND IDENTIFY THE MOST EFFECTIVE COMBINATIONS FOR DIFFERENT SITUATIONS. TEACHERS WERE ASSIGNED AT RANDOM TO DIFFERENT EXPERIMENTAL CONDITIONS SO THAT AN ENTIRE CLASS WOULD HAVE THE SAME TREATMENT. CONTEXTS FOR INSTRUCTIONAL TELEVISION WERE DISCUSSED AND WERE PRESENTED FOR BOTH THE FIFTH AND SIXTH GRADE. OTHER REPORTS IN THE DENVER-STANFORD PROJECT ARE ED 003 244 THROUGH ED 003 247. (JC)

ED 003 664 24
GUIDANCE SERVICES AND THE ROLE OF THE COUNSELOR AT THE SECONDARY SCHOOL LEVEL.
BY- BERGERON, W.L.
LOUISIANA POLYTECHNIC INST., RUSTON
REPORT NUMBER CRP-S-001 PUB DATE 65
EDRS PRICE MF-$0.18 HC-$3.20 80P.

DESCRIPTORS- *ADMINISTRATIVE PERSONNEL, *COUNSELORS, *DROPOUT PROBLEMS, *DROPOUT RESEARCH, *SECONDARY SCHOOLS, ATTITUDE TESTS, DROPOUT CHARACTERISTICS, DROPOUT IDENTIFICATION, LOUISIANA, PERSONALITY ASSESSMENT, PRINCIPALS, QUESTIONNAIRES, RUSTON, SCHOOL SUPERINTENDENTS, SURVEYS,

THIS SURVEY ATTEMPTED TO IDENTIFY THE DUTIES OR ROLE OF THE SECONDARY SCHOOL COUNSELOR AS SEEN BY COUNSELORS AND SCHOOL ADMINISTRATORS. QUESTIONNAIRES WERE SENT OUT TO 255 CERTIFICATED COUNSELORS, 561 PRINCIPALS, AND 67 SUPERINTENDENTS. THEY AGREED THAT A COUNSELOR SHOULD (1) COUNSEL ALL STUDENTS, (2) COLLECT AND DISSEMINATE OCCUPATIONAL INFORMATION, (3) MAKE FOLLOWUP STUDIES OF SCHOOL DROPOUTS, (4) INTERPRET TEST RESULTS TO PARENTS AND STUDENTS, (5) KNOW REFERRAL SOURCES, AND (6) USE PERSONALITY AND ATTITUDE INVENTORIES. IT WAS ALSO AGREED THAT COUNSELORS SHOULD NOT SERVE AS OFFICE CLERKS, SUBSTITUTE TEACHERS, OR DISCIPLINARIANS. (LP)

ED 003 665 24
LAW AND THE NON-PUBLIC SCHOOL.
BY- WERKEMA, GORDON R.
DENVER UNIV., COLO.
REPORT NUMBER CRP-S-019 PUB DATE AUG 64
CONTRACT OEC-4-10-086
EDRS PRICE MF-$0.54 HC-$14.76 369P.

DESCRIPTORS- *EDUCATIONAL LEGISLATION, *LAWS, *LEGISLATION, *PAROCHIAL SCHOOLS, *PRIVATE SCHOOLS, COLORADO, COURT LITIGATION, DENVER, SCHOOL ATTENDANCE LAWS, SCHOOL LAW, STATE LAWS, STATE LEGISLATION,

THIS DISSERTATION SHOWED THE LEGAL STATUS OF NONPUBLIC SCHOOLS IN THE UNITED STATES. CONCLUSIONS WERE REACHED ON SEVERAL TOPICS BASED UPON A STUDY OF (1) BACKGROUND LITERATURE AND RELATED RESEARCH, (2) THE CONSTITUTIONS AND STATUTES OF THE 50 STATES, AND (3) RELATED COURT DECISIONS. (LP)

ED 003 666 24
CROSS-CULTURAL STUDY OF PERSONALITY CHARACTERISTICS OF YOUNG ADULTS.
BY- GHEI, S.N.
VERMONT UNIV. AND STATE AGRIC. COLL., BURLINGTON
REPORT NUMBER CRP-S-025 PUB DATE 65
EDRS PRICE MF-$0.09 HC-$2.08 52P.

DESCRIPTORS- *COLLEGE STUDENTS, *CULTURAL DIFFERENCES, *INDIVIDUAL CHARACTERISTICS, *PERSONALITY STUDIES, *SURVEYS, ADULT STUDENTS, BURLINGTON, COMPARATIVE ANALYSIS, DELHI, EDWARDS PERSONAL PREFERENCE SCHEDULE, FOREIGN STUDENTS, INDIA, MULTIPHASIC PERSONALITY INVENTORY, TEST VALIDITY, VERMONT,

A STUDY OF PERSONALITY TRAITS INCLUDED (1) A SURVEY OF THE CROSS-CULTURAL STUDIES OF PERSONALITY STUDIES FROM PROFESSIONAL PUBLICATIONS AND (2) DETAILS OF A COMPARATIVE STUDY OF PERSONALITY CHARACTERISTICS OF SUBJECTS FROM THE UNITED STATES AND INDIA. THE SURVEY OF CROSS-CULTURAL PERSONALITY RESEARCH INCLUDED ANALYSES OF RSULTS FROM (1) THE MULTIPHASIC PERSONALITY INVENTORY, (2) A PERSONALITY QUESTIONNAIRE, AND (3) THE EDWARDS PERSONAL PREFERENCE SCHEDULE. THE 235 SUBJECTS OF AN EMPIRICAL STUDY WERE UNIVERSITY STUDENTS FROM DELHI, INDIA, AND 218 UNIVERSITY STUDENTS FROM VERMONT. THE TWO GROUPS WERE ROUGHLY COMPARABLE IN SOCIAL AND CLASS STATUS. THE VARIABLES USED CONSISTED OF A SET OF 15 HOMOGENEOUS SCALES DERIVED FROM 225 ITEMS OF THE EDWARDS PERSONAL PREFERENCE SCHEDULE. FOUR SAMPLE GROUPS WERE DIVIDED RANDOMLY INTO TWO COMPARABLE HALVES. THE CONCLUSIONS INDICATED SIGNIFICANT DIFFERENCES BETWEEN THE TWO GROUPS OF SUBJECTS. HOWEVER, FACTOR STRUCTURE OF NEEDS IN BOTH SUBJECTS WAS NOTED TO BE SIMILAR. THE OBJECTIVE PERSONALITY TESTS AND THE MULTIVARIATE TECHNIQUES INDICATED GREAT POTENTIAL FOR THE STUDY OF CROSS-CULTURAL PERSONALITY CHARACTERISTICS. (RS)

ED 003 667 24

THE ROLE AND EFFECTS OF LITERACY IN A GUATEMALAN LADINO PEASANT COMMUNITY.
BY- WRIGHT, PETER C. AND OTHERS
UNIVERSITY OF SOUTH FLORIDA, TAMPA
REPORT NUMBER CRP-S-027 PUB DATE 65
CONTRACT OEC-4-10-135
EDRS PRICE MF-$0.27 HC-$7.24 181P.

DESCRIPTORS- *CULTURAL DIFFERENCES, *LITERACY, CHILDREN, COMMUNITY PROBLEMS, COMMUNITY STUDIES, CULTURALLY DISADVANTAGED, EL JOCOTE, FLORIDA, GUATEMALA, PARENTS, TAMPA,

AN INVESTIGATION WAS MADE OF LITERACY IN A REPRESENTATIVE VILLAGE OF RURAL GUATEMALA. THE COMMUNITY, EL JOCOTE, HAS A SUBSISTENCE ECONOMY DOMINATED BY CUSTOM AND TRADITION AND HAS ONLY MINIMAL CONTACT WITH THE OUTSIDE WORLD. MEMBERS OF FOUR FAMILIES FURNISHED DATA BASED ON LITERACY TESTS AND BOTH STRUCTURED AND UNSTRUCTURED INTERVIEWS. FINDINGS INDICATED THAT THERE WERE STRONG RELATIONSHIPS BETWEEN LITERACY AND GENERAL LEVEL OF FUNCTIONING IN THE COMMUNITY. LITERATE PERSONS PLACED HIGH EMPHASIS UPON THE IMPORTANCE OF SCHOOLS FOR BOTH CHILDREN AND ADULTS, AND REALIZED THE RELATIONSHIP BETWEEN SCHOOLING AND HEALTH, ECONOMIC STATUS, AND GENERAL WELL BEING. OTHERS IN THE PEASANT COMMUNITY DO NOT CLEARLY UNDERSTAND WHAT LITERACY CAN MEAN TO THEM. (JK)

ED 003 668 24

THE OCCUPATIONS OF NONCOLLEGE-GOING YOUTH.
BY- LITTLE, J. KENNETH HEATH, BRIAN C.
WISCONSIN UNIV., MADISON, SCH. OF EDUC.
REPORT NUMBER CRP-S-041 PUB DATE JUN 65
EDRS PRICE MF-$0.09 HC-$1.36 34P.

DESCRIPTORS- *FOLLOWUP STUDIES, *HIGH SCHOOL GRADUATES, *OCCUPATIONAL CHOICE, *OCCUPATIONAL INFORMATION, *PARENT PARTICIPATION, *SURVEYS, INTERVIEWS, MADISON, WISCONSIN,

THE OCCUPATIONAL STATUS OF YOUNG MEN AND CONDITIONS AFFECTING THEIR AMBITIONS AND FULFILLMENT WERE REPORTED. A SAMPLE OF 4,186 MEN WERE LOCATED FOR A FOLLOWUP 7 YEARS AFTER HIGH SCHOOL GRADUATION. THE PARENTS WERE ASKED TO REPORT CURRENT OCCUPATION FOR THEIR SONS, EDUCATION FOLLOWING HIGH SCHOOL GRADUATION, MARITAL STATUS, AND MILITARY STATUS. THE OCCUPATIONS WERE CONSISTENT WITH THE OCCUPATIONAL ASPIRATIONS EXPRESSED AT THE TIME OF HIGH SCHOOL GRADUATION. THOSE WHO ENROLLED FOR SOME TYPE OF EDUCATION BEYOND HIGH SCHOOL BOTH ASPIRED TO AND ATTAINED OCCUPATIONS OF HIGHER PRESTIGE THAN THOSE WHO DID NOT CONTINUE THEIR SCHOOLING. (RS)

ED 003 669 24

INTELLECTUAL PROCESSES RELATED TO MATHEMATICS ACHIEVEMENT AT GRADE LEVELS 4, 5, AND 6.
BY- WESTBROOK, HELEN R. AND OTHERS
GEORGIA UNIV., ATHENS
REPORT NUMBER CRP-S-046 PUB DATE 65
CLARKE COUNTY SCHOOL DISTRICT, ATHENS, GA.
EDRS PRICE MF-$0.45 HC-$12.88 322P.

DESCRIPTORS- *ACHIEVEMENT, *INTELLIGENCE, *MATHEMATICS INSTRUCTION, *PSYCHOLOGICAL STUDIES, *THOUGHT PROCESSES, ACADEMIC ACHIEVEMENT, ATHENS, ELEMENTARY EDUCATION, GEORGIA, INSTRUCTIONAL IMPROVEMENT, INTELLECTUAL DEVELOPMENT, PSYCHOLOGICAL PATTERNS, STUDENT CHARACTERISTICS,

RELATIONSHIPS BETWEEN CERTAIN INTELLECTUAL PROCESSES AND ACHIEVEMENT OF INSTRUCTIONAL OBJECTIVES FOR SELECTED MATHEMATICS TOPICS TAUGHT IN THE HIGHER ELEMENTARY GRADES WERE EXAMINED. INSTRUMENTS WERE CHOSEN TO ASSESS MATHEMATICS ACHIEVEMENT AND INTELLECTUAL PROCESSES. THESE WERE ADMINISTERED BY CLASSROOM TEACHERS TO 765 STUDENTS IN THE FOURTH, FIFTH, AND SIXTH GRADES WHO HAD SATISFIED SPECIFIC SELECTION CRITERIA. MATHEMATICS ACHIEVEMENT DATA WERE GATHERED ON (1) NUMERICAL OPERATIONS AND ASSUMPTIONS, (2) GEOMETRY, (3) RELATIONS, (4) NUMERATION, (5) MEASUREMENT, AND (6) OPERATIONS WITH FRACTIONS. DATA GATHERED ON INTELLECTUAL PROCESSES WERE (1) PERCEPTUAL DISCRIMINATION, (2) MEMORY SPAN, (3) ASSOCIATIVE MEMORY, (4) ASSOCIATIVE MEMORY PLUS CONVERSION, (5) REASONING ON NUMERICAL RELATIONS AND WORD GROUPINGS, (6) VERBAL MEANING, AND (7) SPATIAL RELATIONS. A SINGLE CLASSIFICATION ANALYSIS OF VARIANCE WAS USED TO ANALYZE RELATIONSHIPS AMONG THE THREE GRADES' MEANS. THE RESULTS OF THE STUDY INDICATED THAT THE PREDOMINANT PSYCHOLOGICAL COMPONENTS (INTELLECTUAL PROCESSES) OF THE FACETS OF MATHEMATICAL ACHIEVEMENT SAMPLED WERE FACILITY IN NUMERICAL REASONING AND IN DISCERNING VERBAL MEANING. RESULTS WERE CONSISTENT WITH DATA REPORTED IN COMPARABLE INVESTIGATIONS CONDUCTED EARLIER. (JH)

ED 003 670 24

SOCIAL FUNCTIONS OF THE TURKISH LISE.
BY- KAZAMIAS, ANDREAS M.
CHICAGO UNIV.
REPORT NUMBER CRP-S-047 PUB DATE 65
EDRS PRICE MF-$0.27 HC-$5.24 131P.

DESCRIPTORS- *FOREIGN STUDENTS, *SECONDARY SCHOOLS, *SOCIAL

DEVELOPMENT, *SOCIAL INFLUENCES, *SOCIAL VALUES, CHICAGO, FOREIGN COUNTRIES, ILLINOIS, QUESTIONNAIRES, STUDENT ATTITUDES, STUDENT CHARACTERISTICS, STUDENT ENROLLMENT, TURKEY,

THE ROLE OF THE LISE (SECONDARY SCHOOL) IN THE DEVELOPMENT AND MODERNIZATION OF TURKEY WAS STUDIED. THE STUDY INCLUDED PATTERNS OF STUDENT RECRUITMENT, LEVEL OF EDUCATIONAL AND OCCUPATIONAL ASPIRATIONS, MOBILITY AND THE OCCUPATION STRUCTURE, AND STUDENT VALUES. A QUESTIONNAIRE WAS ADMINISTERED TO 6,000 STUDENTS. FOUR CATEGORIES OF SCHOOLS WERE SELECTED--PUBLIC, PRIVATE TURKISH, FOREIGN-OPERATED, AND MINORITY LISES. TURKISH STUDENTS WERE (1) GENERALLY SECULAR IN ATTITUDES TOWARD RELIGION, (2) OPTIMISTIC ABOUT THE FUTURE, (3) ASPIRING AND MINDFUL OF THEIR ROLE IN BUILDING A NEW SOCIETY, AND (4) RELATIVELY "MOBILE." THE LISE WAS VIEWED AS A MAJOR AVENUE FOR HIGHER STATUS. HOWEVER, IT PERPETUATES THE GAP BETWEEN THE SMALL EDUCATED ELITE AND THE UNEDUCATED POPULACE. (RS)

ED 003 671 24

SOCIALIZATION, RACE, AND THE AMERICAN HIGH SCHOOL.
BY- TENHOUTEN, WARREN D.
MICHIGAN ST. UNIV., EAST LANSING
REPORT NUMBER CRP-S-031 PUB DATE 65
EDRS PRICE MF-$0.63 HC-$19.04 476P.

DESCRIPTORS- *EDUCATIONAL THEORIES, *HIGH SCHOOL STUDENTS, *RACE, *SOCIAL RELATIONS, *SOCIALIZATION, COMPARATIVE ANALYSIS, EAST LANSING, MICHIGAN, NEGRO STUDENTS, NORTHERN SCHOOLS, RACE RELATIONS, RACIAL ATTITUDES, RACIAL FACTORS, SOCIAL CHARACTERISTICS, SOUTHERN SCHOOLS, STUDENT BEHAVIOR,

THE SOCIALIZATION PROCESS OF NEGRO AND WHITE HIGH SCHOOL STUDENTS WAS STUDIED. PRIMARY DATA WERE GATHERED FROM FIVE HIGH SCHOOLS LOCATED IN VARIOUS REGIONS OF THE UNITED STATES. THE SCHOOLS WERE SELECTED ACCORDING TO THEIR RACIAL COMPOSITION AND REGION, TWO IN THE SOUTH AND THREE IN THE NORTHEAST. SOUTHERN SCHOOLS HAD EXAMPLES OF ALL NEGRO AND ALL WHITE. NORTHERN SCHOOLS HAD EXAMPLES OF ALL NEGRO, RACIALLY MIXED, AND PREDOMINATELY WHITE. THE SUBJECTS (7,949) WERE ADMINISTERED A PAPER-AND-PENCIL QUESTIONNAIRE ON ASPECTS OF SOCIOLOGICAL INFORMATION. SECONDARY DATA CONSISTED OF THEORETICAL AND EMPIRICAL STUDIES. THESE DATA WERE DEVELOPED INTO AN INTEGRATED THEORY OF SOCIALIZATION, RACE AND THE AMERICAN HIGH SCHOOL. DISCUSSION INCLUDED TOPICS ON (1) ROLE SOCIALIZATION, (2) THE FAMILY, (3) PEERS, (4) SOCIALIZATION IN THE HIGH SCHOOL, (5) RACIAL SOCIAL SYSTEMS, (6) TEACHERS, (7) YOUTH ASPIRATIONS, AND (8) REFERENCE GROUP INTERACTION. (RS)

ED 003 672 24

THE UNIVERSITY FRESHMAN DROPOUT.
BY- CHASE, CLINTON T.
INDIANA UNIV., BLOOMINGTON
REPORT NUMBER CRF-S-038 PUB DATE 65
EDRS PRICE MF-$0.09 HC-$1.64 41P.

DESCRIPTORS- *COLLEGE STUDENTS, *DROPOUT IDENTIFICATION, *DROPOUT RESEARCH, AMERICAN COLLEGE TESTING PROGRAM (ACT), BLOOMINGTON, COLLEGE ENTRANCE EXAMINATIONS, COMPARATIVE ANALYSIS, INDIANA, SCHOLASTIC APTITUDE TEST (SAT),

COLLEGE FRESHMAN DROPOUT CHARACTERISTICS WERE IDENTIFIED ALONG WITH THOSE IDENTIFIABLE TRAITS OF DROPOUTS WHO RETURNED TO COLLEGE. COMPARISONS WERE ALSO MADE BETWEEN THOSE STUDENTS WHO DO NOT COMPLETE THE FIRST SEMESTER AND THOSE WHO DO. THE BASIS OF COMPARISON WAS ENTRANCE AND ACHIEVEMENT TEST DATA, FAMILY HISTORY, AND HIGH SCHOOL ACADEMIC AND EXTRACURRICULAR RECORD. ALL 1,500 FRESHMEN IN THE STUDY TOOK EITHER THE AMERICAN COLLEGE TESTING PROGRAM OR THE SCHOLASTIC APTITUDE TEST AT THE TIME OF ENTRY. IT WAS FOUND THAT THE DROPOUT GROUP ON ALL TESTS WAS SIGNIFICANTLY LOWER THAN THE NONDROPOUTS. THE DROPOUT GROUP AS A WHOLE SHOWED LESS COLLEGE APTITUDE AND LOWER GENERAL ACHIEVEMENT THAN THE NONDROPOUT GROUP, BUT THE EXTENT OF OVERLAP BETWEEN SCORE DISTRIBUTIONS OF DROPOUTS AND NONDROPOUTS IS SUFFICIENT TO SUGGEST THAT SOMETHING MORE THAN TEST-MEASURED CHARACTERISTICS CONTRIBUTED TO DROPPING OUT OF COLLEGE. (GD)

ED 003 673 24

A LIMITED LOGICAL ANALYSIS OF PICTURES APPLIED TO A STUDY OF CHILDREN'S RESPONSES TO PICTURES.
BY- PAYNE, DONALD T.
INDIANA UNIV., BLOOMINGTON
REPORT NUMBER CRP-S-058 PUB DATE 65
EDRS PRICE MF-$0.27 HC-$5.96 149P.

DESCRIPTORS- *CONCEPT FORMATION, *VISUAL LEARNING, *VISUAL STIMULI, AUDIOVISUAL AIDS, BLOOMINGTON, CHILDREN, COMMUNICATION (THOUGHT TRANSFER), INDIANA, INSTRUCTIONAL MATERIALS, LEARNING PROCESSES,

THE DESIGN OF THIS STUDY WAS TO (1) DESCRIBE A WAY OF ANALYZING GRAPHIC OR PICTORIAL MATERIALS, (2) DESIGN SOME STIMULUS MATERIALS WITH THIS METHOD OF ANALYSIS IN MIND, AND (3) TEST SOME PREDICTIONS BASED ON IMPLICATIONS RELATED TO THE ANALYTICAL METHOD IN AN EXPERIMENTAL STUDY. A SET OF GRAPHIC MATERIALS WAS ANALYZED AND DESCRIBED WITHIN A STRUCTURE OF INFORMATION DEVELOPED BY WITTGENSTEIN (1921)--THE "PICTURE THEORY OF LANGUAGE." (FOR WITTGENSTEIN THE PRIMARY FUNCTION OF A PICTURE IS TO REPRESENT AND TO COMMUNICATE ITS REPRESENTATION. IF THE INTENDED REPRESENTATION AND A VIEWER'S INTERPRETATION OF A PICTURE AGREE, THEN THE PICTURE COMMUNICATES.) CONSIDERING THE WITTGENSTEIN CONCEPT, THE INVESTIGATOR DEVELOPED STIMULUS MATERIAL SETS, EACH CONSISTING OF A SAMPLE PICTURE TOGETHER WITH FOUR COMPARATIVE PICTURES. A TOTAL OF 240 SUBJECTS FROM 3 DIFFERENT GRADES PERFORMED "MATCHING-TO-SAMPLE" TASKS USING THESE STIMULUS SETS. TWO RESPONSE VARIABLES WERE STUDIED, SEPARATE SUBJECT GROUPS BEING SELECTED FOR EACH OF THE TWO - A RESPONSE TO SIMILARITY AND A RELATION RESPONSE. OTHER VARIABLES STUDIED WERE DIMENSIONALITY, SCHOOL GRADES, AND BLOCKS OF TRIALS. SEVERAL DEMONSTRATED INTERACTIONS AMONG THESE VARIABLES WERE EXAMINED, AND SOME THEORETICAL PREDICTIONS CONFIRMED. THE RESULTS PROVIDED DATA ON HOW TO USE GRAPHIC MATERIALS FOR EFFECTIVE TEACHING. (JH)

ED 003 674 24

EFFECT OF PERCEPTUAL TRAINING ON INTELLIGENCE AND ACHIEVEMENT.
BY- CHANSKY, NORMAN M.
NORTH CAROLINA STATE UNIV., RALEIGH
REPORT NUMBER CRP-S-060 PUB DATE 65
EDRS PRICE MF-$0.09 HC-$1.68 42P.

DESCRIPTORS- *ELEMENTARY SCHOOL STUDENTS, *INSTRUCTIONAL MATERIALS, *INTELLIGENCE FACTORS, *PERCEPTUAL DEVELOPMENT, ACHIEVEMENT, COMPARATIVE ANALYSIS, FEEDBACK, GRADE 3, MOTOR ABILITY, NORTH CAROLINA, RACIAL FACTORS, RALEIGH, TASK PERFORMANCE,

THE PERCEPTUAL-MOTOR BEHAVIOR IN LEARNING WAS STUDIED IN RELATIONSHIP TO INTELLIGENCE AND SCHOOL ACHIEVEMENT. THE SAMPLE CONSISTED OF 178 THIRD-GRADE PUPILS, WHO WERE MATCHED ON RACE, SEX, INTELLIGENCE AND ACHIEVEMENT, RESULTING IN FOUR EQUIVALENT GROUPS. TRAINING METHODS INCLUDED BLOCKS, PUZZLES, AND READING. POST-TEST PROCEDURES WERE EMPLOYED UPON COMPLETION OF THE PROGRAM. ANALYSES WERE MADE BY ANALYSIS OF VARIANCE. THE RESULTS INDICATED THAT THE GREATEST GAINS MADE WERE IN GROUPS RECEIVING THE READING AND BLOCK TREATMENTS. (RS)

ED 003 675 24

THE DEVELOPMENT OF AN INSTRUMENT TO MEASURE CASEWORK KNOWLEDGE, THE TULANE ASSESSMENT SCALE FOR CASEWORKERS.
BY- GOLDSTEIN, HARRIS K.
TULANE UNIV. OF LOUISIANA, NEW ORLEANS
REPORT NUMBER CRP-S-062 PUB DATE JUN 65
EDRS PRICE MF-$0.18 HC-$3.92 98P. TULANE STUDIES IN SOCIAL WELFARE, VOL. VII, 1965

DESCRIPTORS- *CASEWORKERS, *EVALUATION TECHNIQUES, *MEASUREMENT INSTRUMENTS, *RATING SCALES, *SOCIAL WORKERS, LOUISIANA, NEW ORLEANS, SOCIAL WORK, STUDENT EVALUATION, TEST CONSTRUCTION, TEST VALIDITY, TESTING,

REPORTED WERE SOME PROBLEMS ENCOUNTERED IN MEASURING SOCIAL WORK COMPETENCE OR SOCIAL CASEWORK KNOWLEDGE, SOME PREVIOUS ATTEMPTS TO SOLVE THESE PROBLEMS, AND THE DEVELOPMENT OF THE "TULANE ASSESSMENT SCALE" (TASC) FOR CASEWORKERS. TASC WAS ADMINISTERED TO A TOTAL OF 378 RESPONDENTS, INCLUDING FIRST- AND SECOND-YEAR STUDENTS FROM SCHOOLS OF SOCIAL WORK AND PRACTICING CASEWORKERS WITH MASTER'S DEGREES. ITS PURPOSE WAS TO MEASURE CERTAIN IMPORTANT ASPECTS OF CASEWORK COMPETENCE, EMPHASIZING OBSERVATIONS OF WHAT A STUDENT OR WORKER KNEW, RATHER THAN TO REVIEW THE EXPERIENCES OR THE METHODS THAT HELPED IN HIS PROFESSIONAL DEVELOPMENT. THE RELIABILITY OF THE TASC WAS FOUND TO BE EQUAL TO OR BETTER THAN MANY OTHER INSTRUMENTS IN COMMON USE IN PSYCHOLOGY AND SOCIOLOGY AS WELL AS OTHERS IN USE IN THE FIELD OF SOCIAL WORK. IT WAS CONSIDERED A USEFUL TEST BECAUSE IT COULD BE ADMINISTERED IN ONLY 1 1/2 HOURS TO AS MANY AS 100 RESPONDENTS. (JH)

ED 003 676 24

RELATIONSHIP BETWEEN PHYSICAL PERFORMANCES OF SCHOOL-AGE CHILDREN AND THEIR AGES, HEIGHTS, AND WEIGHTS.
BY- BICKNELL, JOHN E. AND OTHERS
MINNESOTA STATE DEPT. OF EDUCATION, ST.PAUL
REPORT NUMBER CRP-S-065 PUB DATE 64
EDRS PRICE MF-$0.18 HC-$4.36 109P.

DESCRIPTORS- *PERFORMANCE, *PHYSICAL EDUCATION, *PHYSICAL FITNESS, *TESTING, ATHLETIC ACTIVITIES, ATHLETIC PROGRAMS, ATHLETICS, ELEMENTARY SCHOOL STUDENTS, GRADE 12, GRADE 4, HIGH SCHOOL STUDENTS, MINNESOTA, ST. PAUL, TESTING PROGRAMS, TESTS,

RELATIONSHIPS BETWEEN PHYSICAL PERFORMANCE AND THE CHARACTERISTICS OF AGE, HEIGHT, AND WEIGHT OF PUPILS WERE INVESTIGATED TO FORM A BASIS FOR AN IMPROVED CLASSIFICATION INDEX TO ASSIST IN EVALUATING PHYSICAL FITNESS TEST SCORES. THE AMERICAN ASSOCIATION FOR HEALTH, PHYSICAL EDUCATION, AND RECREATION (AAHPER) YOUTH FITNESS TEST WAS ADMINISTERED TO 28,000 CHILDREN FROM GRADES 4 THROUGH 12, IN A SAMPLE OF 100 SCHOOLS. PERFORMANCE SCORES, GRADE, AGE, HEIGHT, AND WEIGHT WERE USED TO DEVELOP NORMS FOR THE TEST. A MAJOR FINDING IS THE NECESSITY FOR TAKING A PUPIL'S AGE, HEIGHT, AND WEIGHT INTO ACCOUNT IN THE INTERPRETATION OF HIS TEST PERFORMANCE. (JC)

ED 003 677 24

AN EXPLORATORY STUDY OF THE EFFECTS OF BIBLIOTHERAPY ON THE BEHAVIORAL PATTERN OF ADOLESCENTS.
BY- SANDEFUR, J.T. BIGGE, JEANETTE
KANSAS STATE TEACHERS COLLEGE, EMPORIA
REPORT NUMBER CRP-S-067 PUB DATE 31 AUG 65
EDRS PRICE MF-$0.18 HC$4.28 107P.

DESCRIPTORS- *BEHAVIOR DEVELOPMENT, *BIBLIOTHERAPY, *EMOTIONAL ADJUSTMENT, *READING PROGRAMS, *SOCIAL ADJUSTMENT, ACHIEVEMENT TESTS, EMPORIA, HAGGERTY OLSON WICKMAN BEHAVIOR RATING SCHEDULES, JUNIOR HIGH SCHOOLS, JUNIOR SENIOR HIGH SCHOOL PERSONALITY QUESTIONNAIRE, KANSAS, MOONEY PROBLEM CHECK LIST, MOTIVATION, QUESTIONNAIRES, READING MATERIALS, SENIOR HIGH SCHOOLS, SHAWNEE MISSION, SRA ACHIEVEMENT SERIES, STUDENT BEHAVIOR,

THE EXTENT TO WHICH A PLANNED PROGRAM OF READING COULD SIGNIFICANTLY INFLUENCE THE BEHAVIOR OF A SELECTED GROUP OF ADOLESCENTS WAS STUDIED. EFFORTS WERE MADE TO DESIGN THE STUDY IN SUCH A WAY THAT THE INVESTIGATORS COULD DETERMINE WHETHER SIGNIFICANT DIFFERENCES EXISTED IN THE AREAS OF PERSONALITY, PERSONAL PROBLEMS, ACHIEVEMENT, ATTENDANCE, AND DISCIPLINE BETWEEN TWO GROUPS OF STUDENTS, ONE OF WHICH HAD BEEN SUBJECTED TO BIBLIOTHERAPY WHILE THE OTHER HAD SERVED AS A CONTROL GROUP. THE DEGREE OF CHANGE BETWEEN THE EXPERIMENTAL GROUP AND THE CONTROL GROUP IN PERSONALITY WAS ASSESSED BY ADMINISTERING PRE- AND POST-TESTS OF THE JUNIOR-SENIOR HIGH SCHOOL PERSONALITY QUESTIONNAIRE, IN ACHIEVEMENT BY SRA ACHIEVEMENT SERIES, IN PERSONAL AND SOCIAL PROBLEMS BY THE MOONEY PROBLEM CHECK LIST, AND IN BEHAVIORAL PROBLEMS BY THE HAGGERTY-OLSON-WICKMAN BEHAVIOR RATING SCHEDULES. SIGNIFICANT CHANGE WAS EVIDENCED IN ACHIEVEMENT BETWEEN STUDENTS WHO RECEIVED BIBLIOTHERAPY AND THOSE STUDENTS WHO DID NOT. A LONGITUDINAL STUDY WAS PROPOSED. (GD)

ED 003 678 24

VALIDATION OF AN INVENTORY MEASURING ATTITUDES TOWARD INSTRUCTIONAL PRINCIPLES.
BY- POPHAM, W. JAMES BAKER, EVA L.
CALIFORNIA UNIV., LOS ANGELES
REPORT NUMBER CRP-S-069 PUB DATE JUN 65
EDRS PRICE MF-$0.09 HC-$1.76 44P.

DESCRIPTORS- *INSTRUCTIONAL PROGRAMS, *TEACHER ATTITUDES, *TEACHER EDUCATION, *TEACHER EVALUATION, *TEACHER ORIENTATION, CALIFORNIA, INSTRUCTIONAL PROCEDURES PREFERENCE INVENTORY (IPPI), INSTRUCTIONAL TECHNOLOGY, LOS ANGELES, THIS INVESTIGATION WAS CONCERNED WITH TEACHER COMPETENCE AND ITS RELATION TO TEACHER PREPARATION AND THE VALUE OF ATTITUDINAL MEASURES AS PREDICTORS OF TEACHING BEHAVIOR. THE RELATIONSHIP BETWEEN PROSPECTIVE TEACHERS' SCORES ON AN ADDITIONAL INVENTORY CONCERNING INSTRUCTIONAL PROCEDURES AND THEIR INSTRUCTIONAL BEHAVIOR IN A CONTRIVED INSTRUCTIONAL ENVIRONMENT WAS TESTED BY THE INSTRUCTIONAL PROCEDURES PREFERENCE INVENTORY (IPPI). IN THE FORMAL VALIDATION STUDY A POSITIVE RELATIONSHIP WAS DETECTED BETWEEN PERSPECTIVE STUDENTS' SCORES ON THE IPPI AND THEIR SUBSEQUENT USE OF INSTRUCTIONAL PRINCIPLES. THE GENERAL CONCLUSIONS WERE THAT (1) CERTAIN PROCEDURAL ELEMENTS OF THE PRESENT STUDY MAY BE OF VALUE TO OTHER INVESTIGATORS AND (2) SUCH ATTITUDINAL MEASURES AS THE IPPI IN PREDICTING TEACHER BEHAVIOR MAY BE USEFUL. (GD)

ED 003 679 24

CHEATING AS RELATED TO THE SOCIAL SYSTEM IN A UNIVERSITY.
BY- LEWIS, DAVID M.
WESTERN MICHIGAN UNIV., KALAMAZOO
REPORT NUMBER CRP-S-072 PUB DATE 65
EDRS PRICE MF-$0.18 HC-$4.36 109P.

DESCRIPTORS- *CHEATING, *COLLEGE FACULTY, *COLLEGE STUDENTS, *PERCEPTION, *TESTING, BEHAVIOR, CONDUCT, KALAMAZOO, MICHIGAN, PERCEPTION TESTS, QUESTIONNAIRES, SOCIAL RELATIONS, TEST CONSTRUCTION,

AN INSTRUMENT WAS DEVELOPED WHICH COULD BE USED TO INVESTIGATE UNIVERSITY STUDENTS' PERCEPTIONS OF SITUATIONS WHICH CONSTITUTE CHEATING. ALSO AN INSTRUMENT WAS DEVELOPED TO INVESTIGATE STUDENTS' PERCEPTION OF THE WILLINGNESS OF FACULTY MEMBERS TO RELATE TO THEM IN A VARIETY OF WAYS AND SITUATIONS. THE PERCEPTION OF TEACHERS AS UNWILLING TO RELATE TO THE STUDENT WAS INTERPRETED AS SOCIAL ISOLATION. SCALOGRAM ANALYSIS (GUTTMAN SCALING) WAS USED TO EVALUATE RESPONSES AND TO DETERMINE WHETHER THE ITEMS USED IN QUESTIONNAIRES WERE CORRECTLY PERCEIVED BY THE RESPONDENTS. EVIDENCE FROM THE STUDY INDICATED THAT THERE WERE STABLE PERCEPTIONS OF THE RELATIVE DEGREE TO WHICH VARIOUS BEHAVIORS CONSTITUTE CHEATING. THE PERCEPTIONS WERE RELATED TO THE SEX OF THE STUDENT AND PERCEPTIONS OF WILLINGNESS OF TEACHERS TO RELATE TO THEM. A HIGH PERCENTAGE OF THOSE MALE STUDENTS WHO ARE SOCIALLY ISOLATED FROM FACULTY MEMBERS CONSIDER MORE SITUATIONS AS NOT CHEATING THAN THOSE STUDENTS NOT ISOLATED FROM THE FACULTY. (JC)

ED 003 680 24

PROFESSIONAL ROLE OF THE PUBLIC SCHOOL TEACHER.
BY- FISHBURN, CLARENCE E.
SAN DIEGO STATE COLL., CALIF.
REPORT NUMBER CRP-S-082 PUB DATE 65
EDRS PRICE MF-$0.18 HC-$2.80 70P.

DESCRIPTORS- *ADMINISTRATOR ATTITUDES, *ELEMENTARY SCHOOL TEACHERS, *ROLE CONFLICTS, *SECONDARY SCHOOL TEACHERS, *TEACHER CHARACTERISTICS, CALIFORNIA, INTERVIEWS, ROLE DIMENSION PROFILE SCALE, SAN DIEGO, SELF CONCEPT, TEACHER ATTITUDES,

THE PURPOSE OF THIS STUDY WAS TO LEARN MORE ABOUT TEACHERS AND HOW THEY VIEW THEIR WORK. FOCUS OF THE STUDY WAS ON--(1) TEACHERS OF DIFFERENT GRADE LEVELS IN ELEMENTARY, JUNIOR HIGH, AND SENIOR HIGH SCHOOLS, (2) TEACHERS OF DIFFERENT DISTRICTS OR GEOGRAPHICAL AREAS, AND (3) TEACHERS DURING THEIR PRESERVICE TRAINING AND AFTER TEACHING EXPERIENCE. THE BASIC PROCEDURE WAS THE ADMINISTRATION OF ROLE DIMENSION PROFILE SCALE TO THE SELECTED GROUPS AND AN INTERVIEW WITH SOME 40 PER CENT OF THE SUBJECTS. ACCORDING TO A SCALE OF ROLES ADAPTED FOR THIS STUDY, TEACHERS AND ADMINISTRATORS ALMOST COMPLETELY DISAGREE ON THE ROLE OF THE TEACHER. (LP)

ED 003 681 24

ORGANIZATIONAL CLIMATE IN A PUBLIC SCHOOL SYSTEM.
BY- STEINHOFF, CARL R.
SYRACUSE UNIV., N.Y.
REPORT NUMBER CRP-S-083 PUB DATE 65
CONTRACT OEC-4-10-225
EDRS PRICE MF-$0.27 HC-$7.28 182P.

DESCRIPTORS- *ADMINISTRATIVE ORGANIZATION, *ENVIRONMENT, *PSYCHOLOGICAL EVALUATION, *SCHOOL ORGANIZATION, ATTITUDES, BEHAVIOR PATTERNS, MODELS, NEW YORK, ORGANIZATIONAL CLIMATE INDEX, PERSONALITY ASSESSMENT, PSYCHOLOGICAL NEEDS, PUBLIC SCHOOL SYSTEMS, SCHOOL ADMINISTRATION, SCHOOL SYSTEMS, STERN ACTIVITIES INDEX, SYRACUSE, TEACHER CHARACTERISTICS, URBAN SCHOOLS,

THIS STUDY WAS DESIGNED TO DESCRIBE THE PSYCHOLOGICAL ENVIRONMENT OF AN URBAN PUBLIC SCHOOL SYSTEM USING THE MURRAY NEEDS-PRESS MODEL. A BROAD MEASURE OF ENVIRONMENTAL PRESS WAS ADAPTED FROM AN EXISTING MODEL AND USED TO--(1) DESCRIBE THE ENVIRONMENTAL PRESS PERCEIVED BY TEACHERS, (2) FACTOR ANALYZE THESE DATA, (3) DESCRIBE THE PERSONALITY (NEEDS) CHARACTERISTICS OF TEACHERS, (4) RELATE THE CHARACTERIZATION OF ENVIRONMENTAL PRESS TO STAFF PERSONALITY CHARACTERISTICS, AND (5) CORRELATE SUCH FACTORS WITH ADMINISTRATIVE PERSONALITY CHARACTERISTICS. A SCHOOL SYSTEM'S ORGANIZATIONAL CLIMATE AND ORGANIZATIONAL CULTURE WERE THUS DESCRIBED. TEACHERS AND ADMINISTRATORS OF 44 ELEMENTARY, JUNIOR HIGH, AND SENIOR HIGH SCHOOLS WERE ADMINISTERED THE INSTRUMENTS. THE FINDINGS INDICATED THAT THE INSTRUMENT WAS EFFECTIVE IN PROVIDING DATA WHICH COULD BE USED TO DESCRIBE THE ORGANIZATIONAL CLIMATE OF THE SCHOOL. (JH)

ED 003 682 24

EFFECTS OF A METHOD OF TEACHING SENTENCE STRUCTURE UPON SENTENCE STRUCTURE USED IN WRITING.
BY- MCCOLLEY, JEAN
KANSAS STATE COLL. OF PITTSBURG
REPORT NUMBER CRP-S-092 PUB DATE 65
EDRS PRICE MF-$0.09 HC-$1.88 47P.

DESCRIPTORS- *COLLEGE STUDENTS, *COMPOSITION SKILLS (LITERARY), *INSTRUCTION, *INSTRUCTIONAL IMPROVEMENT, *WRITING, COLLEGE INSTRUCTION, GRAMMAR, KANSAS, PITTSBURG, WRITING SKILLS,

THIS STUDY CONCERNED THE TEACHING OF WRITING TO COLLEGE FRESHMEN WITHOUT THE TEACHING OF GRAMMAR. THE MEASUREMENT WAS OF SENTENCE MATURITY, DEFINED AS THE NUMBER OF INTRODUCTORY ELEMENTS, INTERRUPTING ELEMENTS, AFTER THOUGHTS, AND PARALLEL STRUCTURES USED BY THE STUDENTS AFTER THE TEACHING COMPARED

TO THE NUMBER OF THESE ELEMENTS USED BEFORE THE TEACHING. THE EXPERIMENTAL METHOD WAS ADMINISTERED TO 10 RANDOMLY COMPRISED GROUPS OF COLLEGE FRESHMEN. TEN RANDOMLY COMPRISED GROUPS OF A SIMILAR SIZE WERE TAUGHT IN THE TRADITIONAL METHOD. SOME OF THE CONCLUSIONS DRAWN FROM THE STUDY WERE--(1) A PROGRAM OF CONSISTENT SELF-ANALYSIS OF SENTENCE STRUCTURE CAN INCREASE THE FREQUENCY WITH WHICH A VARIETY OF ELEMENTS ARE USED IN WRITTEN COMPOSITION BY COLLEGE FRESHMEN, (2) THE EXPERIMENTAL PROCEDURE SEEMED USEFUL TO SLIGHTLY MORE THAN 50 PERCENT OF THE INSTRUCTORS, (3) ATTEMPTS TO CREATE A GENERAL IMPROVEMENT IN WRITING SKILLS HAVE BEEN UNSUCCESSFUL, (4) THE CRITERION MEASURE FOR ASSESSING SENTENCE MATURITY MAY HAVE BEEN TOO GROSS. SEVERAL IMPLICATIONS FOR FURTHER STUDY ARE PRESENTED. (JC)

ED 003 683 24

COMPONENT, IMAGE, AND FACTOR ANALYSIS OF TESTS OF INTELLECT AND OF MOTOR PERFORMANCE.
BY- HARRIS, CHESTER W. LIBA, MARIE R.
WISCONSIN UNIV., MADISON
REPORT NUMBER CRP-S-094 PUB DATE 65
EDRS PRICE MF-$0.18 HC-$4.80 120P.

DESCRIPTORS- *FACTOR ANALYSIS, *FACTOR STRUCTURE, *INTELLIGENCE, *PSYCHOMOTOR SKILLS, *TESTING, ABILITY, DATA ANALYSIS, MADISON, MODELS, PHYSICAL FITNESS, RESEARCH METHODOLOGY, THEORIES, WISCONSIN,

AN ATTEMPT WAS MADE TO DETERMINE THE EFFECTS OF CERTAIN VARIATIONS IN METHODOLOGY ON THE ANALYSIS OF EXISTING SETS OF DATA IN THE AREAS OF ABILITY OR INTELLIGENCE AND MOTOR PERFORMANCE OR PHYSICAL FITNESS. USING CURRENT DEVELOPMENTS IN THEORY AND METHODS OF FACTOR ANALYSIS DIFFERENT TREATMENTS OF VARIOUS SETS OF DATA, THREE RELATIVELY NEW MODELS WERE INCORPORATED--(1) INCOMPLETE IMAGE ANALYSIS (HARRIS, 1962-KAISER, 1063), (2) APPROXIMATION TO CANONICAL FACTOR ANALYSIS (JORESKOG, 1963), AND (3) ALPHA FACTOR ANALYSIS (KAISER AND CAFFREY, 1965). A FIRST, SYSTEMATIC EXAMINATION OF THE OPERATING CHARACTERISTICS OF THESE NEWER ASPECTS OF FACTOR THEORY WAS THUS OBTAINED. TESTED ALSO WAS AN ANALYTICAL PROCEDURE FOR OBLIQUE ROTATION THAT WAS DESIGNED TO GIVE AN UNAMBIGUOUS ANSWER TO THE QUESTIONS OF WHETHER A GIVEN SET OF VARIABLES CAN BE REASONABLY VIEWED AS A SET OF INDEPENDENT CLUSTERS (HARRIS AND KAISER, 1964). GUILFORD (STRUCTURE OF INTELLECT) AND MOTOR PERFORMANCE MATRICES, ESSENTIALLY CONSISTING OF INDEPENDENT CLUSTERS, WERE USED FOR SELECTION AND EVALUATION OF THE FACTORIAL METHODS. (JH)

ED 003 684 24

METHODS OF USING SIMULATED MATERIALS IN TEACHING SCHOOL ADMINISTRATION.
BY- WEINBERGER, MORRIS J.
WICHITA STATE UNIV., KANS.
REPORT NUMBER CRP-S-098 PUB DATE 65
EDRS PRICE MF-$0.38 HC-$10.52 263P.

DESCRIPTORS- *ADMINISTRATION, *FEEDBACK, *QUESTIONNAIRES, *SIMULATION, *TRAINING, COLLEGE ADMINISTRATION, EDUCATIONAL PROGRAMS, KANSAS, SCHOOL ADMINISTRATION, SIMULATED ENVIRONMENT, SIMULATORS, WICHITA,

A STUDY TO ASSESS SIMULATION AS A TEACHING TECHNIQUE, AND TO HELP ANSWER A NUMBER OF QUESTIONS CONCERNING ITS USE INVOLVED (1) TRACING THE HISTORICAL DEVELOPMENT AND USE OF SIMULATION TECHNIQUES IN TRAINING SCHOOL ADMINISTRATORS, (2) SURVEYING THE PURPOSES FOR WHICH SIMULATION HAS BEEN USED IN TRAINING SCHOOL ADMINISTRATORS, (3) DETERMINING WHAT MATERIALS AND METHODS PROFESSORS OF EDUCATIONAL ADMINISTRATION HAVE USED WITHIN SIMULATION EXPERIENCES TO ACHIEVE THEIR PURPOSES, (4) ASSESSING CURRENT PURPOSES, METHODS, AND MATERIALS OF SIMULATION, AND (5) RECOMMENDING FURTHER DEVELOPMENT AND USE OF SIMULATION FROM THE FINDINGS OF THE STUDY. PROCEDURES CONSISTED OF LITERATURE REVIEWS, A SURVEY OF INSTITUTIONS USING SIMULATION TECHNIQUES, INTERVIEWS WITH PROFESSORS WHO HAVE USED THE TECHNIQUE, AND QUESTIONNAIRES TO ADMINISTRATORS AND TRAINEES WHO HAVE PARTICIPATED IN SIMULATION EXPERIENCES. RESULTS OF THE STUDY SHOW EXTENSIVE USE OF SIMULATION IN MORE THAN 80 COLLEGES AND UNIVERSITIES. RECOMMENDATIONS FOR IMPROVED USE OF SIMULATION AND FURTHER STUDY ARE PRESENTED. (JC)

ED 003 685 24

PERSONAL AND ORGANIZATIONAL VARIABLES RELATED TO THE ADOPTION OF EDUCATIONAL INNOVATIONS IN LIBERAL ARTS COLLEGES.
BY- DAVIS, RICHARD H.
CHICAGO UNIV.
REPORT NUMBER CRP-S-104 PUB DATE 65
EDRS PRICE MF-$0.27 HC-$6.08 152P.

DESCRIPTORS- *COLLEGES, *INNOVATION , *LIBERAL ARTS, *ORGANIZATION, *PERSONAL RELATIONSHIP, CHICAGO, COMPARATIVE ANALYSIS, EDUCATIONAL CHANGE, ILLINOIS,

A LIBERAL ARTS COLLEGE NOTED FOR EDUCATIONAL INNOVATIONS WAS COMPARED WITH ANOTHER LIBERAL ARTS COLLEGE WHICH HAD ADOPTED FEW EDUCATIONAL INNOVATIONS. THE STUDY ATTEMPTED TO ANSWER THREE QUESTIONS--(1) WHAT PERSONAL VARIABLES CHARACTERIZE INDIVIDUALS IN AN INNOVATIVE COLLEGE, (2) WHAT FEATURES OF THE ORGANIZATION'S NORMATIVE STRUCTURE OPERATE TO PROMOTE CHANGE, AND (3) WHAT FACTORS OPERATE WITHIN THE RELATIONSHIP BETWEEN THE INDIVIDUALS AND THE ORGANIZATION WHICH ACCOUNT FOR THE COLLEGE'S RECEPTIVITY TO EDUCATIONAL INNOVATIONS. DATA ON PERSONALITY AND ORGANIZATIONAL NORMS WERE COLLECTED AND ANALYSES MADE. CONCLUSIONS REACHED WERE THAT (1) FULL-TIME FACULTY MEMBERS AND ADMINISTRATORS IN BOTH HIGH AND LOW INNOVATIVE LIBERAL ARTS COLLEGES DO NOT DIFFER SIGNIFICANTLY IN AWARENESS OF EDUCATIONAL INNOVATIONS AND (2) NONINFLUENTIALS AMONG THE ADMINISTRATIVE OFFICERS AND FULL-TIME FACULTY MEMBERS POSSESS A PATTERN OF PERSONAL VARIABLES NOT SIGNIFICANTLY DIFFERENT FROM THOSE PERSONS WHO ARE IDENTIFIED AS INFLUENTIALS WITHIN THE SAME GROUPS AT THE LIBERAL ARTS COLLEGE. THE HYPOTHESIS THAT ORGANIZATION NORMS ARE PERCEIVED AS MORE RECOMMENDED AND PERMITTED IN A HIGH INNOVATIVE COLLEGE AND MORE OBLIGATORY AND PROHIBITED IN A LOW INNOVATIVE COLLEGE WAS ONLY PARTLY CONFIRMED. (TC)

ED 003 686 24

ANNOTATED CURRICULUM GUIDE--A BIBLIOGRAPHY OF PUBLISHED SOLO SONG CYCLES.
BY- BUCKLEY, WENDELL D.
CONCORDIA COLL., MOOREHEAD, MINN.
REPORT NUMBER CRP-S-105 PUB DATE 65
EDRS PRICE MF-$0.54 HC-$15.72 393P.

DESCRIPTORS- *ART SONG, *BIBLIOGRAPHY, *CURRICULUM GUIDES, *HISTORICAL REVIEWS, *MUSIC, MINNESOTA, MOORHEAD, MUSIC TECHNIQUES, MUSIC THEORY, OPERA, SURVEYS,

A COMPREHENSIVE HISTORY AND AN ANNOTATED BIBLIOGRAPHY OF SOLO SONG CYCLES (PUBLISHED FROM 1800 TO 1965 WITH TEXTS IN GERMAN, FRENCH, ITALIAN, AND ENGLISH) WERE COMPILED. FOR THIS RESEARCH THE SONG CYCLE WAS ASSUMED TO BE A COMPOSITE OF SONGS WITH TEXTS OF RELATED THOUGHT AND CHARACTER, DESIGNED BY A COMPOSER TO FORM A SINGLE ARTISTIC MUSICAL UNIT. THE CYCLIC FORM WAS THUS DISTINGUISHED FROM THE MISCELLANEOUS SET OR COLLECTION OF SONGS. THE BASIC EFFORT INVOLVED SEARCHING FOR AND IDENTIFYING THE GROUPS OF SONGS CONSIDERED TO BE CYCLES, AND ANNOTATING SPECIFIC MUSICAL CHARACTERISTICS TO EXTEND CURRENT SOLO VOCAL REPERTORIES. THE HISTORICAL SURVEY INVOLVED AN EXAMINATION OF ABOUT 3,000 CYCLES, FROM WHICH 428 WERE SELECTED FOR THE ANNOTATED BIBLIOGRAPHY. AN ADDITIONAL 442 WERE ENTERED IN A SEPARATE CHECKLIST. VARIOUS TECHNIQUES FOR MUSICAL LINKING WERE USED, BUT GENERALLY MOST OF THE ANNOTATED CYCLES CONSISTED OF SEVERAL INDEPENDENTLY RELATED SONGS WHICH WERE DESIGNED TO BE SUNG CONSECUTIVELY. A TOTAL OF 2,614 INDIVIDUAL SONGS WERE LISTED IN THE ANNOTATIONS FOR THE 428 CYCLES. (JH)

ED 003 687 24

DEVELOPMENT OF A STORAGE-RETRIEVAL SYSTEM FOR SOCIAL SCIENCE GENERALIZATIONS.
BY- ADAIR, CHARLES H. BAPBE, RICHARD H.
DELAWARE UNIV., NEWARK
REPORT NUMBER CRP-S-112 PUB DATE 65
EDRS PRICE MF-$0.09 HC-$2.24 56P.

DESCRIPTORS- *COMPUTER PROGRAMS, *INFORMATION RETRIEVAL, *RESOURCE MATERIALS, *SOCIAL SCIENCES, *SYSTEMS DEVELOPMENT, DELAWARE, INFORMATION STORAGE, NEWARK, PROGRAM EVALUATION,

GENERALIZATIONS WERE CLASSIFIED AND FIELD TESTED, AND A RETRIEVAL SYSTEM DEVELOPED DURING THIS PROJECT. THE SYSTEM DEVELOPMENT INVOLVED ORGANIZING GENERALIZATIONS INTO A LOGICAL SYSTEM OF 10 CATEGORIES. THE CODING PLAN WAS TO ASSIGN A 10-DIGIT NUMERIC CODE TO EACH GENERALIZATION AND CATEGORY. TWO DECKS OF CARDS WERE CODED AND PRODUCED, AND A LIBRARY CONTAINING MOST OF THE SOURCE MATERIALS ESTABLISHED. THE EVALUATION INCLUDED A REVIEW BY A PILOT GROUP OF TEACHERS. EVALUATIONS CONSISTED OF IDENTIFICATION AND A SEARCH OF SOURCE DATA. OBSERVATIONS WERE MADE OF THEIR RESPONSES AND ACTIVITIES. TEACHERS HAD DIFFICULTY USING THE SYSTEM UNTIL THEY BEGAN TO THINK IN TERMS OF GENERALIZATIONS RATHER THAN SPECIFIC FACTS. FUTURE RESEARCH WAS SUGGESTED TO EXPAND THE FILE TO INCLUDE RECENTLY DEVELOPED GENERALIZATIONS AND SOURCES. (RS)

ED 003 688 24

RELATIONSHIPS BETWEEN PERCEPTUAL AND COGNITIVE DEVELOPMENT.
BY- REBELSKY, FREDA G. KUBZANSKY, PHILIP E.
BOSTON UNIV., MASS.
REPORT NUMBER CRP-S-114 PUB DATE 65
CONTRACT OEC-4-10-232
EDRS PRICE MF-$0.09 HC-$1.64 41P.

DESCRIPTORS- *COGNITIVE ABILITY, *COGNITIVE DEVELOPMENT, *COGNITIVE PROCESSES, *PERCEPTION, *VISUAL PERCEPTION, BOSTON, LEARNING PROCESSES, MASSACHUSETTS, PERCEPTION TESTS,

THE PROBLEM OF THE RESEARCH WAS TO STUDY THE RELATIONSHIP BETWEEN PERCEPTION AND COGNITION FACTORS IN THE GROWING CHILD. A CENTRAL TASK WAS TO DEVELOP AN INSTRUMENT FOR ASSESSING THE DEVELOPMENT OF SIZE CONSTANCY IN A PROCEDURE IN WHICH THE EFFECTS OF COGNITIVE ACTIVITY COULD BE EITHER CONTROLLED OR EVALUATED. USING A NUMBER OF CONSIDERATIONS, THE RESEARCHERS PLACED A STANDARD STIMULUS AT 14 FEET FROM THE SUBJECT AND A COMPARISON STIMULUS AT 4 FEET FROM THE SUBJECT. AS STANDARD STIMULI, POSITIONS NUMBERING FOUR AND SIX IN A NINE STIMULUS SERIES WERE SELECTED. TWO DIFFERENT STANDARDS WERE SELECTED SO AS TO COMPARE THE EFFECT OF SIZE ON POSITION-IN-THE-SERIES OF THE STANDARD ON JUDGMENTS OF THE COMPARISON STIMULI. PIAGET'S CONCENTRIC METHOD AS A VERSION OF CONSTANT STIMULI WAS USED. SIZE OF FEASIBLE APPARATUS TO HANDLE NINE THREE-DIMENSIONAL STIMULI CONTRIBUTED TO A DECISION ABOUT THE SIZE OF THE STIMULI. BOXES SERVED AS THE STIMULI. SLIDES WERE PREPARED AS PART OF THE STUDY OF THE COMPARISON BETWEEN TWO-VERSUS THREE-DIMENSIONAL STIMULI. SIGNIFICANT DIFFERENCES WERE FOUND BETWEEN TWO-DIMENSIONAL STIMULI AND THREE-DIMENSIONAL STIMULI WITH BOTH WEIGHTED AND SIMPLE SCORES. THE DATA WERE OBTAINED FROM 13 ADULTS AND ONLY ONE CHILD. (JC)

ED 003 689 24

FACTORS AFFECTING COLLABORATION BETWEEN SCHOOL AND VOCATIONAL REHABILITATION PROGRAMS FOR THE MENTALLY RETARDED.
BY- GOTTWALD, HENRY L.
EASTERN MICHIGAN UNIV., YPSILANTI
REPORT NUMBER CRP-S-115 PUB DATE 65
EDRS PRICE MF-$0.18 HC-$2.68 67P.

DESCRIPTORS- *COOPERATIVE PROGRAMS, *MENTALLY HANDICAPPED, *QUESTIONNAIRES, *REHABILITATION PROGRAMS, *VOCATIONAL REHABILITATION, COUNSELORS, MICHIGAN, SECONDARY EDUCATION, TEACHERS, YPSILANTI,

THE COOPERATIVE EFFORT BETWEEN SECONDARY SCHOOLS WITH PROGRAMS FOR THE MENTALLY RETARDED (MR) AND THE REGIONAL OFFICES OF THE DIVISION OF VOCATIONAL REHABILITATION (DVR) WAS REPORTED. QUESTIONNAIRES WERE MAILED TO DISTRICT SUPERINTENDENTS, TEACHERS OF THE MR'S, REGIONAL OFFICES OF DVR, AND COUNSELORS. A TOTAL OF 507 WERE MAILED AND 86.8 PERCENT RESPONDED. ANALYSIS OF DATA WAS CONDUCTED UNDER THREE MAJOR GROUPINGS--(1) SCHOOL DISTRICTS WITH SECONDARY PROGRAMS FOR THE MR, (2) TEACHERS FOR THE MR FUNCTIONING IN THESE PROGRAMS, AND (3) VOCATIONAL REHABILITATION COUNSELORS. THE FINDINGS INDICATED THAT ONLY 30 PERCENT OF THE RESPONDING DISTRICTS HAD MADE REFERRALS TO DVR WITHIN THE YEAR. TEACHERS WERE FOUND TO HAVE LITTLE EXPOSURE TO THE SERVICES OF DVR, ALTHOUGH COUNSELORS AGREED THAT DVR SHOULD SERVE THE MENTALLY RETARDED. IT WAS SUGGESTED THAT MORE INFORMATION ABOUT THE MENTALLY RETARDED AND THEIR SCHOOL PROGRAMS SHOULD BE INCLUDED IN THE PROFESSIONAL TRAINING OF REHABILITATION COUNSELORS. (RS)

ED 003 690 24

ADOLESCENT CAREER PLANS AND THE IMPACT OF CHRONIC ECONOMIC DISTRESS UPON ADOLESCENT EDUCATIONAL AND OCCUPATIONAL EXPECTATIONS AND ASPIRATIONS.
BY- REMBERG, RICHARD A.

PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
REPORT NUMBER CRP-S-119 PUB DATE 65
EDRS PRICE MF-$0.45 HC-$11.56 289P.

DESCRIPTORS- *ADOLESCENTS, *ASPIRATION, *CAREER CHOICE, *ECONOMIC FACTORS, *WORK LIFE EXPECTANCY, ALTOONA, BETHLEHEM, HARRISBURG, JOHNSTOWN, LANCASTER, PENNSYLVANIA, QUESTIONNAIRES, UNIVERSITY PARK, WILKES BARRE, YOUTH PROBLEMS,

THE EDUCATIONAL AND OCCUPATIONAL CAREER ORIENTATIONS OF YOUTH AND THE EFFECT OF ECONOMIC DISPARITIES ON THEIR CHOICES WERE STUDIED. A QUESTIONNAIRE WAS CONSTRUCTED, VALIDATED, AND ADMINISTERED TO 3,047 SECONDARY SCHOOL SOPHOMORE MALES IN 6 THIRD-CLASS CITIES. ONE-HALF OF THE CITIES WERE ECONOMICALLY DISTRESSED AREAS. THE OTHER THREE WERE PROSPEROUS. THE COMPLETED QUESTIONNAIRES SHOWED 90-95 PERCENT WERE FILLED OUT CAREFULLY AND CONSCIENTIOUSLY. THE FINDINGS INDICATED THAT EDUCATIONAL AND OCCUPATIONAL CAREER ASPIRATIONS AND EXPECTATIONS OF ADOLESCENTS DID NOT VARY AT RANDOM, BUT VARIED AS A COMPLEX AND INADEQUATELY UNDERSTOOD FUNCTION OF A NUMBER OF VARIABLES. FUTURE RESEARCH WAS SUGGESTED USING LONGITUDINAL PANEL DESIGN WHICH WOULD FOLLOW A GIVEN SAMPLE FROM ELEMENTARY SCHOOL, THROUGH HIGH SCHOOL AND COLLEGE, AND THEN INTO THE ACTUAL OCCUPATIONAL WORLD. (RS)

ED 003 691 24

INDEX OF TEXTBOOK PRICES.
BY- GOLDSTEIN, HAROLD AND OTHERS
ILLINOIS UNIV., URBANA, GRAD SCH. OF LIB. SCIENCE
REPORT NUMBER CRP-S-122 PUB DATE 65
EDRS PRICE MF-$0.09 HC-$1.08 27P.

DESCRIPTORS- *COSTS, *INDEXES (LOCATORS), *INSTRUCTIONAL MATERIALS, *RESOURCE GUIDES, *TEXTBOOK PUBLICATIONS, ILLINOIS, INFORMATION DISSEMINATION, LIBRARY EXPENDITURES, URBANA,

THE RISE IN COSTS OF TEXTBOOKS AND RELATED EDUCATIONAL MATERIALS WAS STUDIED TO PROVIDE INFORMATION WHICH WOULD ASSIST EDUCATION AUTHORITIES IN THE PREPARATION OF INSTITUTIONAL BUDGETS. THE STUDY WAS STRUCTURED INTO (1) ELEMENTARY-SECONDARY SCHOOL TEXTS AND RELATED MATERIALS AND (2) COLLEGE LEVEL TEXTS AND RELATED MATERIALS. DATA WERE OBTAINED FROM THE GUIDE "TEXTBOOKS IN PRINT" AND ARRANGED BY (1) THE SUBJECT DIVISIONS USED IN THE GUIDE, (2) THE GRADE LEVEL, AND (3) THE FORM OF MATERIAL. THE THREE GROUPINGS WERE THEN CODED AND KEYPUNCHED FOR TABULATION. ANALYSES INDICATED, WHILE SCHOOL TEXTBOOKS AT ALL LEVELS HAD RISEN IN COST, THE RISE WAS LESS THAN THAT REVEALED IN THE STUDY OF GENERAL PUBLICATIONS WHICH APPEARED IN "THE COST OF LIBRARY MATERIALS," 1961. ALSO, THE FIELDS OF SCIENCE, SOCIAL SCIENCE, MATHEMATICS, AND APPLIED SCIENCE REFLECTED THE HIGHEST PRICE RISE. (RS)

ED 003 692 24

A STUDY OF THE EFFECTS OF SELF-DIRECTIVE DRAMATIZATION ON THE PROGRESS IN READING ACHIEVEMENT AND SELF-CONCEPT OF CULTURALLY DISADVANTAGED ELEMENTARY SCHOOL CHILDREN.
BY- CARLTON, LESSIE MOORE, ROBERT H.
ILLINOIS STATE UNIV., NORMAL
REPORT NUMBER CRP-S-190 PUB DATE 65
EDRS PRICE MF-$0.18 HC-$3.32 83P.

DESCRIPTORS- *CULTURALLY DISADVANTAGED, *DISADVANTAGED YOUTH, *DRAMATIC PLAY, *ELEMENTARY SCHOOL STUDENTS, *READING ACHIEVEMENT, *SELF CONCEPT, *SELF DIRECTED CLASSROOMS, BASAL READING, COMPARATIVE ANALYSIS, ILLINOIS, LOW INCOME GROUPS, NORMAL, READING INSTRUCTION, TEACHING TECHNIQUES,

THE EFFECTS OF A TECHNIQUE ON THE READING ACHIEVEMENT AND SELF-CONCEPT OF DISADVANTAGED CHILDREN WERE STUDIED. THE POPULATION SAMPLED WAS DRAWN FROM TWO SCHOOLS IN A LOW SOCIOECONOMIC AREA. THE PUPILS SELECTED FROM GRADES 1 THROUGH 4 WERE EQUALLY ASSIGNED TO AN EXPERIMENTAL OR CONTROL GROUP. THE EXPERIMENTAL GROUP RECEIVED INSTRUCTION BY SELF-DIRECTIVE DRAMATIZATION TECHNIQUES. THE CONTROL GROUP RECEIVED READING INSTRUCTION BY THE USE OF A BASAL READER. THE GAINS MADE ON ACHIEVEMENT WERE DETERMINED BY PRE- AND POST-TEST PROCEDURES. SELF-CONCEPT QUESTIONS WERE CHECKED BEFORE AND AFTER THE DRAMATIZATION PERIOD BY THE TEACHER AND OBSERVERS. THE MAJOR CONCLUSIONS INDICATED (1) SIGNIFICANT GAINS IN READING WERE ACHIEVED BY THE FOUR GRADE GROUPS USING THE SELF-DIRECTIVE DRAMATIZATION IN THE READING PROGRAM AND (2) THE SELF-DIRECTIVE DRAMATIZATION PERIODS PRODUCED FAVORABLE CHANGES IN SELF-CONCEPT OF THE CULTURALLY DISADVANTAGED CHILDREN. (RS)

ED 003 693 24

DISCRIMINATION BETWEEN DICHOTOMOUS PERSONALITY GROUPS AS DETERMINED BY HUMOR PREFERENCES.
BY- WENCK, STANLEY L.
SOUTH DAKOTA UNIV., VERMILLION
REPORT NUMBER CRP-S-123 PUB DATE 65
EDRS PRICE MF-$0.45 HC-$10.84 271P.

DESCRIPTORS- *CARTOONS, *CONFORMITY, *GROUP BEHAVIOR, *PERSONALITY ASSESSMENT, *STUDENT REACTION, BEHAVIOR PATTERNS, HIGH SCHOOL STUDENTS, HUMOR PREFERENCE INVENTORY, MALES, PERSONALITY STUDIES, SOCIAL PSYCHOLOGY, SOUTH DAKOTA, VERMILLION,

THE HUMOR PREFERENCES OF DICHOTOMIZED GROUPS OF HIGH SCHOOL STUDENTS (SPECIFICALLY, CONFORMISTS AND NONCONFORMISTS) WERE STUDIED TO DETERMINE SIGNIFICANT DIFFERENCES AND TO ESTIMATE THE DEGREE OF RELIABILITY OF RESPONSES TO A HUMOR PREFERENCE INVENTORY. A TOTAL OF 111 MALE SOPHOMORE STUDENTS IN HIGH SCHOOL IDENTIFIED BY THEIR RESPECTIVE HOME ROOM TEACHERS SERVED AS THE STUDY POPULATION. PICTORIAL HUMOR RATHER THAN VERBAL STIMULI WAS SELECTED AS THE VEHICLE OF HUMOR. GROUPS OF CONFORMIST AND NONCONFORMIST SUBJECTS RESPONDED TO INVENTORY ITEMS BY INDICATING WHICH OF TWO CARTOONS IN EACH ITEM THEY BELIEVED TO BE MORE AMUSING. THE RESULTS OF THE STUDY SHOWED THAT REACTIONS TO PICTORIAL HUMOR CAN BE USED TO DISCRIMINATE BETWEEN DICHOTOMOUS GROUPS OF STUDENTS. INTELLIGENCE APPEARED TO HAVE AN EFFECT ON THE HUMOR PREFERENCES NOTED BY THE INVENTORY. IN VIEW OF THE DISCRIMINATIVE EFFECTIVENESS AND THE RELIABILITY OF THE RESPONSES TO THE INSTRUMENT, IT WAS BELIEVED THAT A FULLY-NORMED HUMOR PREFERENCE INVENTORY WITH MULTIPLE SCALES FOR SELECTED PERSONALITY TYPES WOULD BE FEASIBLE. (JM)

ED 003 694 24

ORIENTATION FOR COLLEGE--A FOLLOW-UP STUDY.
BY- BARBER, WILLIAM H. OLSON, OMAR L.
GONZAGA UNIV., SPOKANE, WASH.
REPORT NUMBER CRP-S-134 PUB DATE AUG 65
EDRS PRICE MF-$0.09 HC-$0.80 20P.

DESCRIPTORS- *COLLEGE PREPARATION, *HIGH SCHOOL GRADUATES, *ORIENTATION, *PERFORMANCE FACTORS, *SCHOOL ORIENTATION, ACHIEVEMENT, DROPOUT PREVENTION, FOLLOWUP STUDIES, GRADE POINT AVERAGE, SPOKANE, STUDY HABITS, WASHINGTON,

EXPERIMENTAL DATA WERE GATHERED ON THE RELATIONSHIPS BETWEEN PRECOLLEGE ORIENTATION AND ACTUAL PERFORMANCE IN COLLEGE. SPECIFICALLY, THREE APPROACHES WERE STUDIED--(1) AN INTENSIVE, 1-WEEK ORIENTATION EXPERIENCE HELD EARLY IN THE SUMMER PRECEDING COLLEGE, (2) THE TRADITIONAL FALL ORIENTATION PROGRAM, AND (3) NO ORIENTATION FOR COLLEGE. COLLEGE PERFORMANCES WHICH WERE ASSESSED WERE ACADEMIC ACHIEVEMENT, ENROLLMENT PERSISTENCE, AND COURSE OF STUDY STABILITY. THE HYPOTHESIS WAS THAT STUDENTS EXPOSED TO THE SUMMER ORIENTATION APPROACH WOULD EARN HIGHER GRADES, BE LESS INCLINED TO DROP OUT, AND BE MORE INCLINED TO A STABLE COURSE OF STUDY THAN WOULD STUDENTS EXPOSED TO THE OTHER APPROACHES. THE POPULATION FOR THE SUMMER APPROACH CONSISTED OF 51 HIGH SCHOOL GRADUATES FROM EASTERN WASHINGTON STATE WHO HAD ENROLLED IN 15 DIFFERENT COLLEGES AND UNIVERSITIES. THEY WERE MATCHED WITH CONTROL SUBJECTS ON (1) ATTENDANCE AT THE SAME COLLEGE, (2) PURSUANCE OF THE SAME COURSE OF STUDY, (3) HIGH SCHOOL GRADE POINT AVERAGE, (4) MENTAL ABILITY, (5) SEX, AND (6) SIZE OF HIGH SCHOOL ATTENDED. RESULTS INDICATED CURVE DIFFERENCES IN THE HYPOTHESIZED DIRECTION ON THE THREE MEASURES OF ACADEMIC ACHIEVEMENT, ENROLLMENT PERSISTENCE, AND STUDY STABILITY. GROUP DIFFERENCES NOTED IN MEAN GRADE POINT AVERAGE AND ENROLLMENT PERSISTENCE, HOWEVER, WERE NOT STATISTICALLY SIGNIFICANT. A SIGNIFICANT DIFFERENCE WAS FOUND BETWEEN THE EXPERIMENTAL AND CONTROL GROUPS IN COURSE OF STUDY STABILITY. THE IMPLICATIONS OF THESE FINDINGS AND SUGGESTIONS FOR FURTHER RESEARCH WERE DISCUSSED IN THE REPORT. (HB)

ED 003 695 24

COMPARISON OF TWO PROCEDURES FOR TEACHING READING TO PRIMARY CHILDREN WITH VISUAL PERCEPTION DIFFICULTIES.
BY- LAPRAY, MARGARET ROSS, RAMON
SAN DIEGO STATE COLL., CALIF.
REPORT NUMBER CRP-S-138 PUB DATE 65
EDRS PRICE MF-$0.09 HC-$1.32 33P.

DESCRIPTORS- *PRIMARY EDUCATION, *READING INSTRUCTION, *TEACHING METHODS, *VISUAL PERCEPTION, CALIFORNIA, KEYSTONE VISUAL TEST, METHODS RESEARCH, PERCEPTION TESTS, READING IMPROVEMENT, READING READINESS TESTS, READING SKILLS, SAN DIEGO, WIDE RANGE ACHIEVEMENT TEST,

READING ABILITIES OF PRIMARY CHILDREN WITH VISUAL PERCEPTION PROBLEMS WHO WERE TAUGHT BY CONVENTIONAL METHODS WERE COMPARED TO THE ABILITIES OF CHILDREN GIVEN SPECIAL TRAINING DESIGNED TO IMPROVE FAULTY OR IMMATURE VISUAL PERCEPTION. ONE CONTROL GROUP PARTICIPATED IN SPECIAL ACTIVITIES SUCH AS PICTURE COLORING AND THE OTHER CONTROL GROUP RECEIVED NO INSTRUCTION DURING THE EXPERIMENTAL PERIOD. THE STUDY WAS DESIGNED TO DETERMINE THE BEST METHODS FOR TEACHING CHILDREN OF AVERAGE INTELLIGENCE WHO DEMONSTRATED READING FAILURE, REVERSAL TENDENCIES, CONFUSED VERTICAL ORIENTATION, AND FAULTY VISUAL PERCEPTION AND REPRODUCTION. THE SUBJECTS CONSISTED OF FIRST- AND SECOND-GRADERS FROM LOW SOCIOECONOMIC GROUPS. SCREENING WAS BASED ON INTELLIGENCE, GROSS NEUROLOGICAL NORMALCY, ADEQUATE SOCIAL AND EMOTIONAL ADJUSTMENT, ADEQUATE VISUAL AND AUDITORY ACUITY, READING DEFICIENCY, AND VISUAL PERCEPTUAL IMPAIRMENT. PRE- AND POST-TEST INSTRUMENTS USED INCLUDED THE KEYSTONE VISUAL TEST, WIDE RANGE ACHIEVEMENT TEST, AND THE BENDER-GESTALT. FINDINGS SHOWED NO EVIDENCE THAT CHILDREN RECEIVING THE SPECIAL VISUAL PERCEPTION TRAINING MADE BETTER GAINS IN READING OR DID NOT MAKE BETTER GAINS ALTHOUGH THEY MADE SUBSTANTIALLY IMPROVED BENDER-GESTALT DRAWINGS. EXTENSIVE USE OF CLASSROOM READING MATERIALS RESULTED IN IMPROVED READING SCORES. (AL)

ED 003 696 24

DEVELOPMENT OF SELF-INSTRUCTIONAL TECHNIQUES FOR TEACHING COMPLEX VISUAL DISCRIMINATION.
BY- GEIS, GEORGE L. ROTHENBERG, MARTIN
MICHIGAN UNIV., ANN ARBOR,CTR.RES.LEARN.AND TEACH.
REPORT NUMBER CRP-S-139 PUB DATE 65
EDRS PRICE MF-$0.18 HC-$4.20 105P.

DESCRIPTORS- *AUTOINSTRUCTIONAL PROGRAMS, *PROGRAMED INSTRUCTION, *TEACHING MACHINES, *VISION, *VISUAL DISCRIMINATION, ANN ARBOR, COLLEGE INSTRUCTION, MICHIGAN, PROGRAMED MATERIALS, STUDENT BEHAVIOR, VISION TESTS,

THE SUBJECT OF THIS EXPERIMENTAL PROGRAM WAS THE RECOGNITION OF, OR CONCEPTUAL RESPONSE TO, COMPLEX VISUAL STIMULI BY COLLEGE STUDENTS. PROGRAMED INSTRUCTIONAL TECHNIQUES WERE USED IN THE SUBJECT CONTEXT TO DEVELOP PRELIMINARY SELF-TEACHING MATERIALS FOR LEARNING COMPLEX CONCEPTS. THESE PROGRAMING TECHNIQUES WERE IMPLEMENTED TO PRODUCE VISUAL STIMULI IN THE FORM OF SPECTROGRAPHIC SPEECH PATTERNS. CONCEPTUAL DISCRIMINATORY BEHAVIOR OF STUDENTS WAS RECORDED IN RESPONSE TO THE VISUAL STIMULI.
SELF-INSTRUCTIONAL MATCHING TECHNIQUES WERE USED FOR BOTH REAL AND ABSTRACT SPEECH PATTERNS. THE PROGRAM PROVED EFFECTIVE IN ENHANCING OVERALL UNDERSTANDING OF COMPLEX STIMULI. IT APPEARED TO BE FLEXIBLE IN FORMAT AND DESIGN, AND ITS DISCRIMINATION POINTS (THE VISUAL CONTRASTS TO BE TAUGHT) COULD BE EMPIRICALLY DETERMINED BY THE PARTICIPATING STUDENTS. (JM)

ED 003 697 24

PERSONALITY CORRELATES OF ACADEMIC ACHIEVEMENT AND PROFESSIONAL ATTITUDES OF STUDENTS IN TEACHER EDUCATION.
BY- GNAGEY, WILLIAM J.
ILLINOIS STATE UNIV., NORMAL
REPORT NUMBER CRP-S-142 PUB DATE 65
EDRS PRICE MF-$0.09 HC-$1.56 39P.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *PERSONALITY ASSESSMENT, *PRESERVICE EDUCATION, *STUDENT ATTITUDES, *TEACHER EDUCATION, CALIFORNIA F SCALE, COLLEGE STUDENTS, ILLINOIS, MINNESOTA MULTIPHASIC PERSONALITY INVENTORY, MINNESOTA TEACHER ATTITUDE INVENTORY (MTAI), NORMAL, PARENT ATTITUDE RATING SCALE, PSYCHOLOGICAL STUDIES, STUDENT BELIEF RATING SCALE, STUDENT EDUCATIONAL ATTITUDE SCALE, STUDENT

MOTIVATION, TEACHER ATTITUDES,

NONACADEMIC FACTORS INFLUENCING THE SELECTION OF CANDIDATES FOR TEACHER EDUCATION WERE ISOLATED AND EVALUATED. THE THEORETICAL BASIS FOR THIS STUDY WAS DRAWN FROM DAVID P. AUSUBEL'S FORMULATION OF THE RELATIONSHIP BETWEEN EGO-DEVELOPMENT AND LEARNING. SAMPLE EDUCATIONAL PSYCHOLOGY CLASSES WERE ADMINISTERED (1) A REVISION OF AUSUBEL'S PARENT ATTITUDE RATING SCALE, (2) THE MINNESOTA MULTIPHASIC PERSONALITY INVENTORY, (3) MINNESOTA TEACHER ATTITUDE INVENTORY (MTAI), (4) THE STUDENT EDUCATIONAL ATTITUDE SCALE, (5) THE CALIFORNIA F SCALE, AND (6) THE STUDENT BELIEF RATING SCALE. THE TEACHER OF EACH CLASS WAS ADMINISTERED THE MTAI ALONG WITH HIS CLASS. A STUDENT DATA SHEET AND THE MTAI WERE ADMINISTERED IN POST-TEST DESIGN. PRODUCT-MOMENT CORRELATIONS WERE REPORTED FOR MOST ANALYSES. MALE COLLEGE OVER-ACHIEVERS APPEARED TO BE MOTIVATED BY THE NECESSITY TO REDUCE THE DISSONANCE BETWEEN A SOMEWHAT INFANTILE, OMNIPOTENT EGO STRUCTURE AND THEIR PERFORMANCE IN THE REAL WORLD. ALSO, MALE STUDENTS WITH HIGHER SATELLIZATION SCORES APPEARED TO SCORE LOWER ON AFFILIATION-ORIENTED BELIEFS. (RS)

ED 003 693 24

INTERRELATIONSHIPS AMONG TEACHERS' EXPERIMENTAL ATTITUDE, PUPILS' EXPERIMENTAL ATTITUDE, CREATIVENESS SOCIOMETRIC STRUCTURE, AND THEIR SCHOOL ATTITUDE.
BY- CHEONG, SEE-CHUEN
WISCONSIN UNIV., MADISON, SCH. OF EDUC.
REPORT NUMBER CRP-S-146 PUB DATE 65
EDRS PRICE MF-$0.27 HC-$5.92 148P.

DESCRIPTORS- *EXPERIMENTAL PROGRAMS, *SOCIAL ATTITUDES, *STUDENT ATTITUDES, *STUDENT TEACHER RELATIONSHIP, *TEACHER ATTITUDES, ATTITUDE TESTS, CREATIVITY, DEWEY'S EXPERIMENTALISM SCALE, GRADE 4, GRADE 6, MADISON, PUPIL SITUATIONAL INVENTORY, WISCONSIN,

THE RELATIONSHIP OF DEWEY'S EXPERIMENTALISM TO CREATIVITY, SCHOOL ATTITUDE, AND SOCIOMETRIC STATUS WAS STUDIED. DURING PHASE ONE, FOURTH-SIXTH GRADE TEACHERS (141) WERE ADMINISTERED THE EXPERIMENTALISM SCALE. A TRUNCATION WAS APPLIED AT EACH END OF THE TEACHERS' SCORE CONTINUUM ON THE BASIS OF A T-TEST. DURING PHASE TWO, PUPILS TAUGHT BY THE TEACHERS WHOSE SCORES WERE WITHIN THE TRUNCATED SCOPE AT BOTH EXTREMES OF THE SCORE SPECTRUM, WERE ADMINISTERED THE PUPIL SITUATIONAL INVENTORY DEVELOPED FOR THE STUDY. DURING PHASE THREE THE INVENTORY WAS ADMINISTERED TO THE PUPILS IN CONJUNCTION WITH CREATIVE THINKING, PEER CHOICE RATING, AND SCHOOL ATTITUDE SCALE. THE TOTAL PUPIL POPULATION CONSISTED OF 372 SUBJECTS WITH 207 IN THE LOW EXPERIMENTAL GROUP AND 165 IN THE HIGH EXPERIMENTAL GROUP. RESULTS INDICATED THAT PUPILS TAUGHT BY THE HIGH EXPERIMENTAL TEACHERS PERCEIVED THEIR TEACHERS AS BEING MORE EXPERIMENTAL IN ATTITUDES IN TERMS OF DEWEY'S EXPERIMENTALISM THAN DID THOSE IN THE LOW GROUP. DISCUSSION WAS ALSO PRESENTED OF RESULTS IN SUCH AREAS AS (1) DROPOUT PROBLEMS, (2) SCHOOL CURRICULUM, (3) TEACHER COMPETENCE, AND (4) SOCIAL ACCEPTABILITY. FURTHER IMPLICATIONS WERE SUGGESTED TO PROBE DEWEY'S PHILOSOPHY OF EXPERIMENTALISM FROM OTHER AVENUES. (RS)

ED 003 699 24

AN EVALUATION OF THE 1964 SUMMER INSTITUTES ON TEACHING ENGLISH AS A SECOND LANGUAGE.
BY- HARRIS, DAVID P.
GEORGETOWN UNIV., WASHINGTON, D.C.
REPORT NUMBER CRP-S-157 PUB DATE 65
EDRS PRICE MF-$0.09 HC-$1.72 43P.

DESCRIPTORS- *ENGLISH INSTRUCTION, *INSTITUTE TYPE COURSES, *PROGRAM EVALUATION, *QUESTIONNAIRES, *TEACHING TECHNIQUES, ATTITUDES, CALIFORNIA, CHANGING ATTITUDES, DISTRICT OF COLUMBIA, LANGUAGES, LOS ANGELES, PUERTO RICO, SPANISH, TEACHING METHODS,

THE NDEA ENGLISH INSTITUTES HELD IN PUERTO RICO AND AT THE UNIVERSITY OF CALIFORNIA AT LOS ANGELES IN 1964 WERE ANALYZED BY USING A FOLLOWUP QUESTIONNAIRE SENT TO ALL INSTITUTE PARTICIPANTS. THE PURPOSES OF THE FOLLOWUP QUESTIONNAIRE WERE TO DETERMINE THE EXTENT TO WHICH (1) THE PARTICIPANTS HAD BEEN ABLE TO USE THE PRINCIPLES AND TECHNIQUES TAUGHT IN THE INSTITUTE PROGRAMS AND (2) THE PARTICIPANTS' EARLY JUDGMENTS ABOUT THE INSTITUTES HAD CHANGED AS A RESULT OF THEIR SUBSEQUENT EXPERIENCE IN THE CLASSROOM. GENERALLY, JUDGMENTS ABOUT THE INSTITUTE DID NOT CHANGE IN THAT PARTICIPANTS FELT THAT IT WAS WORTHWHILE. OVER ONE-HALF OF THE PARTICIPANTS HAD ALREADY FOUND OPPORTUNITIES TO SHARE THEIR NEW KNOWLEDGE WITH OTHERS THROUGH SPEECHES OR CONSULTATION. RECOMMENDATIONS FOR FUTURE INSTITUTES WERE DEVELOPED FROM REPORTS OF EVALUATORS, CONSULTANTS, AND PARTICIPANTS. (LP)

ED 003 700 24

EFFECTS OF INQUIRY TRAINING IN PHYSICAL SCIENCE ON CREATIVITY AND COGNITIVE STYLES OF ELEMENTARY SCHOOL CHILDREN.
BY- SCOTT, NORVAL C., JR. SIGEL, I.E.
MERRILL PALMER INST., DETROIT, MICH.
REPORT NUMBER CRP-S-160 PUB DATE 65
EDRS PRICE MF-$0.27 HC-$5.44 136P.

DESCRIPTORS- *COGNITIVE DEVELOPMENT, *CONCEPT TEACHING, *CREATIVE THINKING, *DISCOVERY PROCESSES, *SCIENCE INSTRUCTION, ACADEMIC ACHIEVEMENT, ACHIEVEMENT GAINS, CURRICULUM ENRICHMENT, DETROIT, ELEMENTARY SCHOOL STUDENTS, LEARNING PROCESSES, MICHIGAN, PHYSICAL SCIENCES, SEX DIFFERENCES, TEACHING METHODS, THOUGHT PROCESSES,

AN INQUIRY (SPECIFIC DISCOVERY) APPROACH TO LEARNING WAS SUBJECTED TO A RIGOROUS TEST AND EVALUATION PROGRAM, INVOLVING ELEMENTARY INSTRUCTION IN THE PHYSICAL SCIENCES. STUDENTS IN THE FOURTH, FIFTH, AND SIXTH GRADES SERVED AS SUBJECTS. EVALUATIVE CRITERIA WERE (1) SCIENCE CONCEPT ACHIEVEMENT, (2) DIVERGENT THINKING OR CREATIVITY, AND (3) COGNITIVE STYLES. IN ADDITION, EFFORTS WERE MADE TO DETECT SEX DIFFERENCES AND COGNITIVE DEVELOPMENTAL TRENDS. A MATCHED CONTROL GROUP OF STUDENTS TAUGHT BY CONVENTIONAL METHODS SERVED FOR COMPARISON. ONLY IN THE COGNITIVE STYLE TASKS DID THE INQUIRY APPROACH SHOW SIGNIFICANT EFFECTS ON CONCEPTUAL ACTIVITIES. THE INQUIRY PROCESS APPEARED GENERALLY TO ENCOURAGE AND DEVELOP AN EXPLORATORY ATTITUDE ON THE PART OF THE INDIVIDUAL LEARNER WHICH LED HIM BEYOND BASIC, OVERT PERCEPTION. INQUIRY GROUPS IN GRADE 5 ACHIEVED SCIENCE CONCEPTS BETTER THAN CHILDREN TAUGHT BY CONVENTIONAL MEANS, BUT THE TWO GROUPS IN OTHER GRADES SHOWED LITTLE DIFFERENCE IN SCIENCE CONCEPT ACHIEVEMENT. LITTLE DIFFERENCE IN CREATIVE THINKING WAS EVIDENCED BUT THE INQUIRY CHILDREN WERE MORE FLEXIBLE IN THEIR CLASSIFICATION BEHAVIOR AND MORE ATTENTIVE TO DETAIL IN PROBLEM SITUATIONS. OVERALL IN THE THREE GRADES BOYS SHOWED GREATER VARIABILITY THAN GIRLS IN THEIR ATTENTION TO DETAIL AND USE OF CLASSIFYING LABELS. (JH)

ED 003 701 24

MULTIMEDIA VISUAL AIDS AS INSTRUCTIONAL TECHNIQUES IN COLLEGE HISTORY SURVEY COURSES. FINAL REPORT.
BY- KREMPLE, FREDERICH A.
WISCONSIN STATE UNIV., STEVENS POINT
REPORT NUMBER CRP-S-163   PUB DATE   65
EDRS PRICE MF-$0.09 HC-$2.28   57P.

DESCRIPTORS- *AUDIOVISUAL INSTRUCTION, *AUDIOVISUAL MATERIALS, *INSTRUCTIONAL PROGRAMS, *MEDIEVAL HISTORY, AUDIOVISUAL AIDS, COLLEGE STUDENTS, FILMS, INSTRUCTIONAL FILMS, STEVENS POINT, WISCONSIN,

THE PROBLEM OF THIS RESEARCH PROJECT WAS TO INVESTIGATE AND EVALUATE THE QUESTION--CAN THE MATERIALS AND TECHNIQUES OF MULTIMEDIA VISUAL INSTRUCTION BE INTEGRATED WITH THE LECTURE METHOD IN SUCH A MANNER TO IMPROVE EFFECTIVELY THE TEACHING OF A COLLEGE SURVEY COURSE IN MEDIEVAL HISTORY. SPECIFICALLY, FOUR OBJECTIVES WERE INVOLVED--(1) TO DETERMINE WHAT AREAS OF THE SUBJECT CONTENT WOULD LEND THEMSELVES TO MULTIMEDIA VISUALS, (2) TO EVALUATE AND ANALYZE AVAILABLE MATERIALS APPLICABLE TO THE COURSE, (3) TO INTEGRATE PREPARED MATERIALS TO ACTUAL PRESENTATION OF A COURSE IN MEDIEVAL HISTORY, AND (4) TO PREPARE AND APPLY A TESTING PROGRAM TO PROPERLY EVALUATE THE PROJECT. FOR THIS STUDY COMPARISONS WERE MADE BETWEEN PROGRESS SCORES OF A CONTROL GROUP TAUGHT BY LECTURES AND TRADITIONAL VISUAL MEDIA AND THE ACHIEVEMENT OF THE EXPERIMENTAL GROUP TAUGHT BY LECTURES AND MULTIMEDIA VISUAL AIDS. STRONG STUDENT RESPONSE AND TEST SCORES SHOWED MULTIMEDIA CAN BE SUCCESSFULLY INTEGRATED WITH LECTURE TECHNIQUE. THE EXPERIMENTAL GROUP TEST SCORES OF THE MULTIMEDIA GROUP COMPARED FAVORABLY TO SLIGHTLY BETTER THAN THE CONTROL GROUP, BUT STATISTICAL EVALUATION SHOWED THE MULTIMEDIA METHOD WAS NOT SIGNIFICANTLY SUPERIOR TO USE OF TRADITIONAL VISUAL AIDS. (AL)

ED 003 702 24

PILOT STUDY ON READING PROBLEMS DUE TO VISUAL DISABILITY.
BY- YVONNE, SISTER M.
MARYGROVE COLL., DETROIT, MICH.
REPORT NUMBER CRP-S-164   PUB DATE   65
EDRS PRICE MF-$0.09 HC-$1.64   41P.

DESCRIPTORS- *INSTRUCTIONAL PROGRAMS, *READING ACHIEVEMENT, *READING DIFFICULTY, *READING IMPROVEMENT, *VISUALLY HANDICAPPED, DETROIT, MICHIGAN, PSYCHOMOTOR SKILLS,

A STUDY ON THE USE OF THE OCULARMOTOR TRAINER (O.T.) TO IMPROVE READING ACHIEVEMENT, BY LESSENING READING DISABILITY IN LEFT-TO-RIGHT DIRECTION AND RETURN SWEEP, WAS REPORTED. MATCHED PAIRS WERE ESTABLISHED OF 20 PUPILS WHO WERE RANDOMLY SELECTED FOR EXPERIMENTAL AND CONTROL GROUP ASSIGNMENT. THEY RECEIVED READING THERAPY FOR 15 WEEKS. THE EXPERIMENTAL GROUP RECEIVED AN ADDITIONAL 10-MINUTE PERIOD OF OCULARMOTOR TRAINING DURING EACH SESSION. PRE- AND POST-TEST PROCEDURES WERE ADMINISTERED FOR ORAL AND SILENT READING ON EQUIVALENT FORMS OF THE READING TESTS. THE RESULTS INDICATED THAT TRAINING ON AN O.T. RESULTED IN GREATER READING ACHIEVEMENT THAN BY CONVENTIONAL PROCEDURES. SINCE THIS PILOT STUDY WAS LIMITED, IT WAS SUGGESTED THAT THE STUDY BE REPEATED ON A LARGER SAMPLE AND FOR A LONGER PERIOD OF TIME. (RS)

ED 003 703 24

CULTURAL TRANSMISSION IN A RURAL, GERMAN COMMUNITY.
BY- WARREN, RICHARD L.
STANFORD UNIV., CALIF.
REPORT NUMBER CRP-S-170   PUB DATE   65
EDRS PRICE MF-$0.09 HC-$1.24   31P.

DESCRIPTORS- *BEHAVIOR PATTERNS, *COMMUNITY ATTITUDES, *EDUCATIONAL CHANGE, *RURAL EDUCATION, *SCHOOL COMMUNITY RELATIONSHIP, CALIFORNIA, COMMUNITY DEVELOPMENT, CULTURAL FACTORS, DEMOCRATIC VALUES, GERMANY, STANFORD,

THE RELATIONSHIP BETWEEN CONTINUITY AND CHANGE IN THE EDUCATIONAL SYSTEM OF A SMALL (3,100), RURAL COMMUNITY IN SOUTHWEST GERMANY WAS STUDIED. DATA WERE GATHERED BY THE AUTHOR DURING TEMPORARY RESIDENCE IN THE TOWN AND FROM CONVERSATIONS WITH THE MAYOR, TEACHERS, OFFICIALS, AND TOWNSPEOPLE. TWO GENERAL CONCLUSIONS WERE MADE. FIRST, WHILE THE COMMUNITY RESIDENTS ENJOYED THE PRIVILEGES AND RESPONSIBILITIES OF A DEMOCRACY, ONLY THE STRUCTURE AND FORM APPEARED TO BE A REALITY. SECOND, INDUSTRIAL DEVELOPMENT WAS MAKING MARKED CHANGES IN THE LIFE OF THE COMMUNITY. (LP)

ED 003 704 24

RECOGNITION AND INTERPRETATION OF PICTORIAL STIMULI FOUND WITHIN EDUCATIONAL STILL PICTURES.
BY- BERGESON, CLARENCE O.
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
REPORT NUMBER CRP-S-171   PUB DATE   JUN 65
EDRS PRICE MF-$0.18 HC-$3.40   85P.

DESCRIPTORS- *ILLUSTRATIONS, *PHOTOGRAPHS, *SCIENTIFIC CONCEPTS, *VISUAL DISCRIMINATION, *VISUAL STIMULI, AUDIOVISUAL AIDS, ELEMENTARY SCHOOL STUDENTS, GRADE 11, GRADE 8, PENNSYLVANIA, UNIVERSITY PARK, VISUAL PERCEPTION,

THE DISCRIMINATION OF PICTURES AND PICTURE ELEMENTS AMONG 5TH-, 8TH-, AND 11TH-GRADERS WAS STUDIED (1) TO DETERMINE THE DIFFERENCES IN INTERPRETATION OF SPECIFIC STATIC VISUAL STIMULI WHEN PRESENTED THROUGH TWO TYPES OF ILLUSTRATIONS (PHOTOGRAPHS AND OUTLINE DRAWINGS OF THE SAME SCENES) AND (2) TO GAIN INSIGHT INTO VARIATION IN THE INTERPRETATION OF THESE STIMULI. THE DEPENDENT VARIABLE IN THE STUDY WAS THE RESPONSE OF THE SUBJECT TO THE ILLUSTRATION. WITHIN THE SCOPE OF THE STUDY, LINE DRAWINGS AND PHOTOGRAPHS WERE EQUALLY EFFECTIVE IN OBTAINING CORRECT RECOGNITION AND INTERPRETATION OF STIMULI. PUPILS DEVELOPED SKILLS FOR INTERPRETING BOTH STIMULUS TYPES. RECOMMENDATIONS WERE MADE FOR FURTHER RESEARCH TO EXPAND THE KNOWLEDGE OF ILLUSTRATIONS USED IN THE SCHOOL. (JC)

ED 003 705 24

EFFECTS OF SELF-DIRECTED LEARNING ON GIFTED ELEMENTARY SCHOOL CHILDREN.

BY- GOLD, MARVIN J.
SYRACUSE UNIV., N.Y., RESEARCH INSTITUTE
REPORT NUMBER CRP-S-174 PUB DATE 65
CONTRACT OEC-5-10-169
EDRS PRICE MF-$0.18 HC-$2.52 63P.

DESCRIPTORS- *ACHIEVEMENT GAINS, *ADJUSTMENT (TO ENVIRONMENT), *AUTOINSTRUCTIONAL METHODS, *GIFTED, *MOTIVATION TECHNIQUES, ACADEMIC ACHIEVEMENT, CRITICAL THINKING, ELEMENTARY SCHOOL STUDENTS, LEARNING PROCESSES, NEW YORK, PERSONAL ADJUSTMENT, SOCIAL ADJUSTMENT, STUDENT DEVELOPMENT, STUDY SKILLS, SYRACUSE,

GIFTED SCHOOL CHILDREN WORKED FOR A PERIOD OF SEVERAL MONTHS IN SELF-DIRECTED LEARNING SITUATIONS IN A RESOURCE ROOM WITHOUT TEACHER-IMPOSED DIRECTION. THEY HAD OPPORTUNITIES TO EXPLORE AREAS OF INTEREST (DURING TWO CLASS PERIODS PER DAY) IN READING, SOCIAL STUDIES, AND SCIENCE IN THE MANNER AND DEPTH WHICH THEY CHOSE. PRE- AND POST-TESTS WERE ADMINISTERED TO MEASURE STUDENT GROWTH IN ACADEMIC ACHIEVEMENT, STUDY SKILLS, DIVERGENT THINKING, AND PERSONAL AND SOCIAL ADJUSTMENT. TEST RESULTS WERE COMPARED WITH THOSE OF A RANDOM CONTROL SAMPLE WHICH HAD NO CONTACT WITH SELF-DIRECTED LEARNING. OTHER INFORMATION WAS GATHERED THROUGH DAILY LOSS MAINTAINED BY RESOURCE ROOM PERSONNEL. BOTH THE EXPERIMENTAL GROUP AND THE CONTROL GROUP WERE CHOSEN FROM FOURTH-, FIFTH-, AND SIXTH-GRADE CLASSROOMS AND WERE CONSIDERED TO BE MODERATELY SUPERIOR ON VARIOUS INTELLECTUAL MEASURES. LITTLE DIFFERENCE WAS NOTED BETWEEN THE TWO GROUPS ON GAINS MADE IN ACADEMIC ACHIEVEMENT, STUDY SKILLS, AND DIVERGENT THINKING ABILITY. PERSONAL AND SOCIAL ADJUSTMENT APPEARED TO BE FAVORABLY AFFECTED WHEN SELF-DIRECTION WAS USED. (JH)

ED 003 706 24

COLLEGE COUNSELOR AS A VARIABLE IN GRADUATION OF COUNSELED STUDENTS.
BY- RICKSECKER, EARL L. CALLIS, ROBERT
MISSOURI UNIV., COLUMBIA
REPORT NUMBER CRP-S-175 PUB DATE 65
EDRS PRICE MF-$0.18 HC-$4.32 108P.

DESCRIPTORS- *COLLEGE STUDENTS, *COUNSELORS, *GRADUATION, *STUDENT PROBLEMS, COLUMBIA, COMPARATIVE ANALYSIS, INDIVIDUAL COUNSELING, MISSOURI, STATISTICAL ANALYSIS,

THE FACTORS RELATED TO COUNSELING AND THEIR EFFECT UPON GRADUATION WERE STUDIED. THREE STUDIES WHICH HAD BEEN PREVIOUSLY CONDUCTED WERE REPLICATED. THE PREVIOUS STUDIES WERE CONDUCTED AT THE UNIVERSITY OF MISSOURI BY SHEPHERD, BORRESEN, AND JOHNSON. THE PRESENT STUDY USED 471 SUBJECTS. A NONCOUNSELED COMPARISON GROUP WAS MATCHED TO A COUNSELED GROUP FOR THE SHEPHERD REPLICATION. PART OF SHEPHERD'S COUNSELED SAMPLE WITH APPROPRIATE DIAGNOSTIC CODES WAS USED FOR THE JOHNSON REPLICATION. IN ALL CASES OF ANALYTICAL TREATMENTS OF THE BASIC STUDY, COMPARISONS WERE MADE BETWEEN COUNSELOR DIAGNOSTIC BIAS AND COUNSELOR SUCCESS RATE. RESULTS WERE PRESENTED FOR EACH OF THE REPLICATIONS. RESULTS WERE EQUIVOCAL. (RS)

ED 003 707 24

FACTORS RELATED TO FACULTY DESEGREGATION IN PUBLIC SCHOOLS.
BY- MORRIS, EDDIE W.
KENTUCKY UNIV., LEXINGTON
REPORT NUMBER CRP-S-176 PUB DATE 65
EDRS PRICE MF-$0.36 HC-$9.16 229P.

DESCRIPTORS- *COMPARATIVE ANALYSIS, *FACULTY INTEGRATION, *INTEGRATION METHODS, *NEGRO TEACHERS, *PUBLIC SCHOOLS, COMMUNITY INFLUENCE, INTERVIEWS, KENTUCKY, LEXINGTON, PRINCIPALS, SOCIAL PROBLEMS, SOUTHERN STATES, SUPERINTENDENTS,

CERTAIN FACTORS AFFECTING FACULTY DESEGREGATION SUCH AS DESEGREGATION PREPARATION, TEACHER PERCEPTION AND QUALIFICATION, COMMUNITY STRUCTURE, AND SCHOOL FACILITIES WERE STUDIED. THE INTERVIEW SCHEDULE CONSISTED OF TWO PARTS. PART ONE WAS DESIGNED TO INVESTIGATE PREPARATION, UTILIZATION, ASSIGNMENT, AND OBSERVATIONS. PART TWO WAS DESIGNED TO DETERMINE THE ORDER OF SELECTED EXPERIENCES WITH FACULTY DESEGREGATION. THE SUBJECTS CONSISTED OF 41 SCHOOL SUPERINTENDENTS, 54 PRINCIPALS, 180 NEGRO TEACHERS, AND 135 WHITE TEACHERS. INTERVIEWS WERE CONDUCTED WITH ALL OF THE SUBJECTS. THE REPORT INCLUDED DISCUSSIONS OF (1) THE HISTORICAL BACKGROUND OF SEGREGATION AND THE TRANSITION TO DESEGREGATION, (2) REVIEW OF LITERATURE RELATED TO FACULTY DESEGREGATION, (3) BACKGROUND AND DEVELOPMENTS IN FACULTY DESEGREGATION IN KENTUCKY, AND (4) ANALYSIS OF FACTORS RELATED TO FACULTY DESEGREGATION. THE RESULTS INDICATED THAT FEW PROBLEMS HAVE RESULTED FROM THE TRANSITION TO DESEGREGATED FACULTIES, AND THAT NEGRO AND WHITE TEACHERS PROVED CAPABLE OF WORKING TOGETHER. (RS)

ED 003 708 24

COMPARISON OF TWO METHODS OF TEACHING READING IN GRADES 5 AND 6.
BY- THATCHER, DAVID A. PARKER, CECIL J.
CALIFORNIA UNIV., BERKELEY
REPORT NUMBER CRP-S-183 PUB DATE 65
EDRS PRICE MF-$0.27 HC-$6.32 158P.

DESCRIPTORS- *COMPARATIVE ANALYSIS, *ELEMENTARY EDUCATION, *PROBLEM SOLVING, *READING IMPROVEMENT, *TEACHING METHODS, BASIC READING, BERKELEY, CALIFORNIA, CREATIVITY, INDIVIDUAL READING,

BASAL READING (BR) AND INDIVIDUALIZED READING (IR) METHODS OF TEACHING ELEMENTARY SCHOOL CHILDREN TO READ WERE COMPARED TO DETERMINE THEIR CONTRIBUTION TO SKILL IN CREATIVITY AND PROBLEM-SOLVING. TEACHERS (N 29) WERE SELECTED TO PARTICIPATE IN THE STUDY. FIFTEEN TEACHERS WERE DIVIDED INTO A RANDOMLY ASSIGNED (RA) GROUP AND A TEACHER PREFERENCE (TP) GROUP. THE RA TEACHERS WERE PAIRED ACCORDING TO RATED COMPETENCE AND YEARS OF EXPERIENCE. EACH TP TEACHER TAUGHT TWO CLASSES, ONE BY EACH OF THE TWO METHODS. THE FIFTH- AND SIXTH-GRADE PUPILS IN THE PARTICIPATING TEACHER CLASSES WERE TESTED BY PRE- AND POST-TESTS PROCEDURES. A LIST WAS KEPT OF ALL BOOKS READ BY THE SUBJECTS DURING THE SCHOOL YEAR. THE RESULTS INDICATED THAT IN THE IR PROGRAM, THE CHILDREN READ MORE BOOKS. HOWEVER, THERE WERE FEW SIGNIFICANT DIFFERENCES IN CREATIVITY AND PROBLEM-SOLVING TESTS RESULTS BETWEEN THE GROUPS. FURTHER RESEARCH WAS RECOMMENDED TO EXPLORE THE

RELATIONSHIP BETWEEN METHODS OF READING INSTRUCTION, CREATIVITY, AND PROBLEM-SOLVING. (RS)

ED 003 709 24

TO BETTER IDENTIFY AND UNDERSTAND HIGH SCHOOL FAILURES. FINAL REPORT.
BY- POLK, KENNETH LAFORGE, ROLFE
OREGON UNIV., EUGENE
REPORT NUMBER CRP-S-188 PUB DATE 65
EDRS PRICE MF-$0.18 HC-$4.20 105P.

DESCRIPTORS- *HIGH SCHOOL STUDENTS, *MODELS, *PREDICTIVE ABILITY (TESTING), *STATISTICAL ANALYSIS, DROPOUTS, EUGENE, OREGON, RATING SCALES, TEST CONSTRUCTION,

STATISTICAL MODELS WERE USED TO STUDY THE NATURE OF HIGH SCHOOL "FAILURES." THE STUDY (1) COMPARED THE DEGREE TO WHICH FAILURE COULD BE PREDICTED BY MULTIVARIABLE AND CONFIGURAL MODELS AND (2) CONSTRUCTED SCALES BY MEANS OF TRADITIONAL PSYCHOMETRIC ITEM ANALYSIS AND CROSS-VALIDATION AND BY MEANS OF STRUCTURAL ITEM ANALYSIS. THE SAMPLE CONSISTED OF 819 MALES. ANALYSES INCLUDED (1) RELATIONSHIPS AMONG CRITERIA, (2) RELATIONSHIPS AMONG INDEPENDENT VARIABLES AND CRITERIA, (3) SUPPRESSOR VARIABLES, (4) MODERATOR VARIABLES, (5) CONSTRUCTION OF COMPOSITE SCALES, (6) LINEAR MULTIPLE REGRESSION ANALYSES, (7) SELECTOR VARIABLES, AND (8) CONFIGURAL MODEL ANALYSIS. THE RESULTS INDICATED THAT CONFIGURAL EFFECTS INVOLVING SOCIOECONOMIC STATUS DID EXIST. ALSO THE STABILITY OF THE REGRESSION MODEL UNDER CROSS-VALIDATION WAS GREATER THAN EXPECTED FOR A CONFIGURAL MODEL. (RS)

ED 003 710 24

INSTRUCTIONAL CHANGES AMONG TEACHER GRADUATES OF A COURSE ON AUTOINSTRUCTIONAL PROGRAMING.
BY- LYSAUGHT, JEROME P. AND OTHERS
ROCHESTER UNIV., NEW YORK
REPORT NUMBER CRP-S-189 PUB DATE 11 JUN 65
CONTRACT OEC-5-10-189
EDRS PRICE MF-$0.09 HC-$1.72 43P.

DESCRIPTORS- *AUTOINSTRUCTIONAL LABORATORIES, *INSERVICE COURSES, *PROGRAMED INSTRUCTION, *PROGRAMED MATERIALS, *TEACHER WORKSHOPS, INSTRUCTIONAL MATERIALS, NEW YORK, ROCHESTER, STATISTICAL SURVEYS, TRAINING,

A SURVEY WAS MADE OF THE GRADUATES OF PROGRAMING COURSES AT THE UNIVERSITY OF ROCHESTER TO DETERMINE WHAT INSTRUCTIONAL CHANGES OCCURRED AMONG THOSE TEACHERS WHO WERE TRAINED IN THE CONSTRUCTION OF PROGRAMED LEARNING SEQUENCES. ALSO SURVEYED WAS A RANDOM SAMPLE OF TEACHERS WHO HAD RECEIVED INFORMATION ABOUT, BUT NOT EXPERIENCE IN, PROGRAMING. EXPERIMENTAL SUBJECTS (200) WERE SELECTED FROM PROGRAMING CLASS REGISTRATION LISTS. A RANDOM SAMPLE OF 70 TEACHERS (CONTROL SUBJECTS) WAS SELECTED FROM ATTENDANCE LISTS OF SUMMER INSTITUTES ON PROGRAMING. MAILINGS OF THE SURVEY INSTRUMENT WERE UNDERTAKEN WITH A 75 PERCENT RETURN. FIFTY-NINE PERCENT OF THE EXPERIMENTAL AND 22 PERCENT OF THE CONTROL RESPONDENTS REPORTED SOME USE OF PROGRAMING WITH THEIR STUDENTS. ALSO, 53 PERCENT OF THE EXPERIMENTAL GROUP AND 24 PERCENT OF THE CONTROL GROUP REPORTED THE USE OF PROGRAMED MATERIALS WITH INDIVIDUAL STUDENTS. CONCLUDING STATEMENTS INDICATED THAT CLASSROOM TEACHERS WHO HAVE BEEN TRAINED IN PROGRAMING HAVE BEEN FOUND TO MAKE SIGNIFICANTLY GREATER USE OF PROGRAMED MATERIALS. (HB)

ED 003 711 24

DEVELOPMENT AND DEMONSTRATION OF THE EFFECTIVENESS OF USING PROGRAMED MATERIAL FOR TEACHING FUNDAMENTAL TOOLS AND TECHNIQUES REQUIRED FOR ENGLISH COMPOSITION AT THE UNIVERSITY LEVEL. FINAL REPORT.
BY- TRIMBLE, MARTHA S.
COLORADO STATE UNIV., FT. COLLINS
REPORT NUMBER CRP-S-192 PUB DATE 65
EDRS PRICE MF-$0.18 HC-$4.28 107P.

DESCRIPTORS- *COMPOSITION SKILLS (LITERARY), *GRAMMAR, *PROGRAMED INSTRUCTION, *PROGRAMED UNITS, COLORADO, FORT COLLINS, WRITING,

THIS STUDY WAS SET UP TO DETERMINE THE EFFECTIVENESS OF USING PROGRAMED MATERIAL IN SPELLING, DICTION, AND SENTENCE ARRANGEMENT AND PARAGRAPH COHERENCE FOR (1) IMPROVEMENT IN THE LANGUAGE HABITS OF THREE TYPES OF STUDENTS AT COLORADO STATE UNIVERSITY AND (2) ECONOMY IN TIME AND PERSONNEL REQUIRED FOR INSTRUCTION OF THESE STUDENTS. ONE EXPERIMENTAL UNIT WAS CONSTRUCTED FOR THE AREA TO BE STUDIED. ALTHOUGH DEVELOPMENTAL OBJECTIVES WERE ATTAINED, IT WAS CONCLUDED THAT MOTIVATION IS MORE IMPORTANT THAN METHOD. (LP)

ED 003 712 24

PREDICTION OF RELIABILITY IN BIOGRAPHICAL QUESTIONNAIRES.
BY- STARRY, ALLAN R.
PURDUE UNIV., LAFAYETTE, IND.
REPORT NUMBER CRP-S-200 PUB DATE 65
EDRS PRICE MF-$0.09 HC-$1.80 45P.

DESCRIPTORS- *BACKGROUND, *PREDICTION, *PREDICTIVE VALIDITY, *QUESTIONNAIRES, COLLEGE PLACEMENT, INDIANA, LAFAYETTE, QUALIFICATIONS,

THE OBJECTIVES OF THIS STUDY WERE (1) TO DEVELOP A GENERAL CLASSIFICATION SYSTEM FOR LIFE HISTORY ITEMS, (2) TO DETERMINE TEST-RETEST RELIABILITY ESTIMATES, AND (3) TO ESTIMATE RESISTANCE TO EXAMINEE FAKING, FOR REPRESENTATIVE BIOGRAPHICAL QUESTIONNAIRES. TWO 100-ITEM QUESTIONNAIRES WERE CONSTRUCTED THROUGH RANDOM ASSIGNMENT BY CONTENT AREA OF 200 SELECTED ITEMS TAKEN FROM SEVERAL BIOGRAPHICAL QUESTIONNAIRES. THESE ITEMS WERE THEN RANDOMLY REARRANGED INTO NEW PRESENTATION ORDERS TO FORM TWO ADDITIONAL QUESTIONNAIRES FOR RETEST PURPOSES. EACH STEM-ALTERNATIVE COMBINATION OF THE 200 TOTAL ITEMS (MULTIPLE-CHOICE) WAS RATED ON A 9-INTERVAL SOCIAL DESIRABILITY SCALE. USING RATING VARIATION COEFFICIENTS WITH REGARD TO SOCIAL DESIRABILITY, THE INVESTIGATOR ATTEMPTED TO ESTABLISH A SINGLE ITEM CLASSIFICATION SYSTEM WITH THE GREATEST CRITERION PREDICTION. TEST AND RETEST ADMINISTRATIONS WERE SEPARATED BY A TIME PERIOD OF 10 TO 14 WEEKS. SUBJECTS WERE UNDERGRADUATE MALES IN EDUCATION, PSYCHOLOGY, AND SOCIOLOGY. BOTH NORMAL AND ARTIFICIAL INSTRUCTIONS WERE USED WHEN THE TESTS WERE ADMINISTERED, IN ORDER TO ELICIT STUDENT RESPONSES WHICH COULD BE USED TO OBTAIN ACCURATE RELIABILITY COEFFICIENTS AND "FAKEABILITY" SCORES. RESULTS SHOWED TEST-RETEST RELIABILITY COEFFICIENTS NOT TO BE HIGH, BUT MUCH LARGER THAN

CORRESPONDING COEFFICIENTS OBTAINED BETWEEN NORMAL AND ARTIFICIAL (FAKE) SET CONDITIONS. (JH)

ED 003 713 24

EDUCATION AS A FACTOR IN ECONOMIC GROWTH.
BY- MACKERTICH, ALEX
WISCONSIN UNIV., MADISON
REPORT NUMBER CRP-S-224 PUB DATE 65
EDRS PRICE MF-$0.45 HC-$12.20 305P.

DESCRIPTORS- *ATTITUDES, *DEVELOPING NATIONS, *ECONOMIC PROGRESS, *NATIONAL SURVEYS, CASE STUDIES (EDUCATION), EDUCATIONAL BENEFITS, INDIA, LITERACY, MADISON, MANPOWER DEVELOPMENT, POPULATION GROWTH, RURAL ECONOMICS, WISCONSIN,

THE VALUE OF AN EDUCATION IN THE ECONOMIC GROWTH OF AN UNDERDEVELOPED COUNTRY (INDIA) WAS INVESTIGATED USING THE CASE STUDY APPROACH. DATA WERE GATHERED AT BOTH THE CENTRAL GOVERNMENT AND VILLAGE LEVELS THROUGH INTERVIEWS WITH INDIAN GOVERNMENT OFFICIALS AND FROM OFFICIAL GOVERNMENT PUBLICATIONS CONCERNING THE NATION'S EDUCATIONAL EFFORTS, AS REFLECTED IN SUCH THINGS AS LITERACY RATES, SCHOOL ENROLLMENTS, SCHOOL DROPOUTS, AND MANPOWER. THE VILLAGE OF RAAJPUR IN UTTAR PRADESH PROVINCE WAS SELECTED FOR AN INTENSIVE LOCAL STUDY, PRIMARILY BECAUSE OF CONTACTS ESTABLISHED THERE DURING AN EARLIER STUDY OF THE EFFECT OF INDUSTRIALIZATION ON THE HINDU ETHIC AND SECONDLY BECAUSE OF ITS MODERN SUGAR FACTOR WHICH REPRESENTED A PROTOTYPE OF THE FUTURE DEVELOPMENT WHICH MANY INDIAN PLANNERS ENVISION. INTERVIEWS WITH OFFICIALS OF THE SUGAR MILL, SCHOOL ADMINISTRATORS AND TEACHERS, PUPILS, AND PARENTS WERE CONDUCTED OVER A 3-MONTH PERIOD. IN ADDITION, A QUESTIONNAIRE WAS ADMINISTERED TO 5TH, 6TH, 9TH, AND 11TH GRADE PUPILS. THE INTERVIEWS AND QUESTIONNAIRE WERE STRUCTURED TO ELICIT THE ATTITUDES HELD BY RESPONDENTS CONCERNING THE ECONOMIC RETURNS OF AN EDUCATION. EDUCATIONAL PROGRAMS IN INDIA ARE NOT CONDUCIVE TO THE DEVELOPMENT OF MARKETABLE SKILLS AND THAT MORE ATTENTION TO THIS AREA IS NEEDED IF EDUCATION IS TO ACHIEVE MAXIMUM UTILITY AS AN INSTRUMENT FOR ECONOMIC GROWTH. (JH)

ED 003 714 24

A COMPARATIVE STUDY OF THE EFFECTS OF ISOMETRIC TRAINING ON THE PHYSICAL FITNESS OF MALE YOUTH.
BY- REDEMER, MERRILL
OKLAHOMA STATE UNIV., STILLWATER, AGRIC.-APPL.SCI.
REPORT NUMBER CRP-S-219 PUB DATE 65
EDRS PRICE MF-$0.18 HC-$3.60 90P.

DESCRIPTORS- *COMPARATIVE ANALYSIS, *EDUCATIONAL PROGRAMS, *JUNIOR HIGH SCHOOLS, *PHYSICAL EDUCATION, *PHYSICAL FITNESS, MALES, OKLAHOMA, STILLWATER,

THE VALIDATION OF AN INEXPENSIVE, SIMPLE ISOMETRIC TRAINING PROGRAM WAS REPORTED. THE COMPARATIVE EXPERIMENT CONSISTED OF 107 JUNIOR HIGH FRESHMAN SAMPLES. COMPARISON GROUPS CONSISTED OF 62 SUBJECTS IN A WEIGHT TRAINING PROGRAM AND 45 IN AN ISOMETRIC TRAINING PROGRAM. THE YOUTH FITNESS TEST WAS USED TO DETERMINE THE VARIOUS ATTRIBUTES OF PHYSICAL FITNESS. THE EXPERIMENTAL ISOMETRIC GROUP RECEIVED A ROUTINE OF 10 BASIC EXERCISES DEVELOPED BY THE STAFF. ILLUSTRATIVE PHOTOGRAPHS WERE INCLUDED. THE WEIGHT GROUP RECEIVED A ROUTINE OF SIX TO EIGHT REPETITIONS OF THE BASIC EXERCISES. PRE- AND POST-TESTS OF THE FITNESS INSTRUMENT WERE ADMINISTERED. THE RATIO OF HEIGHT AND WEIGHT WAS COMPARED. THE RESULTS INDICATED NO SIGNIFICANT DIFFERENCE BETWEEN GROUPS. THE RECOMMENDATIONS SUGGESTED THE UTILIZATION OF ISOMETRIC TRAINING TO ENABLE STUDENTS TO EXPERIENCE THE BENEFITS OF PHYSICAL FITNESS PROGRAMS. (RS)

ED 003 715 24

SUCCESS OF SELECTED STUDENTS HAVING LESS THAN NORMAL MINIMUM ADMISSIONS REQUIREMENTS.
BY- FOXWORTHY, T. DAVID AND OTHERS
MOHAWK VALLEY COMMUNITY COLL., UTICA, N. Y.
REPORT NUMBER CRP-S-203 PUB DATE 65
COLUMBIA UNIV., NEW YORK
EDRS PRICE MF-$0.18 HC-$2.92 73P.

DESCRIPTORS- *ACADEMIC ABILITY, *COLLEGE PROGRAMS, *EVENING PROGRAMS, *SPECIAL PROGRAMS, *STUDENT IMPROVEMENT, EDUCATIONAL PROGRAMS, NEW YORK, NEW YORK CITY, PERFORMANCE FACTORS, REGENTS SCHOLARSHIP EXAMINATION, STATE UNIVERSITY ADMISSIONS EXAMINATION, STUDENT APPLICATIONS, UTICA,

A SPECIAL TRIAL STUDY EDUCATIONAL PROGRAM WAS INITIATED FOR STUDENTS WHOSE PAST ACADEMIC RECORDS WOULD NOT NORMALLY HAVE QUALIFIED THEM FOR ADMISSION TO COLLEGE. STUDENTS WHO HAD MAINTAINED LESS THAN A 75 AVERAGE IN HIGH SCHOOL WERE ALLOWED TO MATRICULATE IN A REDUCED PROGRAM OF STUDIES IN THE EVENING DIVISION. THE STUDENTS WERE ALSO REQUIRED TO REGISTER FOR ONE FEWER COURSE THAN REGULAR DEGREE CANDIDATES AND TO MAINTAIN A 2.0 GRADE POINT AVERAGE. THOSE WHO ACHIEVED A 2.5 GRADE POINT AVERAGE WERE RAISED TO REGULAR CLASS STANDING. THE PERFORMANCE OF THE STUDENTS WAS ANALYZED IN RELATION TO SCORES ON THE REGENTS SCHOLARSHIP EXAMINATION, STATE UNIVERSITY ADMISSIONS EXAMINATION, HIGH SCHOOL GRADES AND AVERAGES, RECOMMENDATIONS, AND INTELLIGENCE. THE FINDINGS INDICATED THAT OF THE VARIABLES STUDIED IN RELATION TO PERFORMANCE, FEW WERE HIGHLY CORRELATED. IT WAS ALSO FOUND THAT STUDENTS WHO TRANSFERRED FROM THE TRIAL STUDY PROGRAM TO THE DAY PROGRAM EXPERIENCED A SERIOUS DECLINE IN GRADE POINT AVERAGE, YET THE VALIDITY OF THE PROGRAM CONCEPT WAS GENERALLY BORNE OUT. RESULTS WERE SUCH THAT IT WAS SUGGESTED THAT THE PROGRAM BE CONTINUED. (GD)

ED 003 716 24

TRANSLATING DEMOCRATIC PRINCIPLES INTO THE BEHAVIORS OF CHILDREN IN THE KINDERGARTEN-PRIMARY GRADES.
BY- LEVINE, LOUIS S.
FREDERIC BURK FOUND.FOR EDUC., SAN FRANCISCO
REPORT NUMBER CRP-S-202 PUB DATE 65
SAN FRANCISCO STATE COLL., CALIF.
EDRS PRICE MF-$0.18 HC-$3.68 92P.

DESCRIPTORS- *BEHAVIOR DEVELOPMENT, *BOOK REVIEWS, *DEMOCRATIC VALUES, *EDUCATIONAL THEORIES, *PRIMARY GRADES, BEHAVIORAL SCIENCE RESEARCH, BIBLIOGRAPHY, CALIFORNIA, INSTRUCTIONAL IMPROVEMENT, SAN FRANCISCO,

THIS STUDY REPORTED ON THE DEVELOPMENT AND DEMONSTRATION OF NEW PROCEDURES FOR INSTRUCTION OF DEMOCRATIC PRINCIPLES AND PRACTICES TO AMERICAN YOUTH. A REVIEW OF RELATED LITERATURE WHICH WAS CONDUCTED BY AN INVESTIGATIVE TEAM. THE

STUDIES (212) WERE ABSTRACTED AND COMPRISED THE ANNOTATED BIBLIOGRAPHY. A WORKING SET OF DEMOCRATIC PRINCIPLES WERE PRESENTED AND EVALUATED FOR TRANSLATION INTO THE BEHAVIORS OF CHILDREN. BEHAVIORS BY THE STAFF WERE SPECIFIED FOR IDEOLOGICAL PRINCIPLES THROUGH EXAMINATION OF LITERATURE, OBSERVATIONS OF YOUNG CHILDREN, AND CONSULTATION WITH TEACHERS. THE INTER-RATER AGREEMENT APPROACH WAS IMPLEMENTED BY COLLATING BEHAVIORAL ITEMS AND ASSOCIATED PRINCIPLES. THE RESULTS OF THIS 11-MONTH STUDY INDICATED IT WAS POSSIBLE TO SPECIFY DEMOCRATIC IDEOLOGICAL PRINCIPLES. FURTHER RESEARCH WAS SUGGESTED TO DETERMINE METHODS OF MODIFYING CHILD BEHAVIOR IN A DEMOCRATIC DIRECTION. (RS)

ED 003 717 24

A STUDY OF CHILDREN'S ERROR TENDENCIES DURING LEARNING.
BY- BERMAN, PHYLLIS W.
WISCONSIN UNIV., MADISON
REPORT NUMBER CRP-S-201 PUB DATE 65
EDRS PRICE MF-$0.09 HC-$2.08 52P.

DESCRIPTORS- *CHILDREN, *DISCRIMINATION LEARNING, *LEARNING ACTIVITIES, *PRESCHOOL CHILDREN, *REWARDS, COMPARATIVE ANALYSIS, EXPERIMENTAL PROGRAMS, MADISON, PROBLEM SOLVING, TASK PERFORMANCE, WISCONSIN,

THE ERROR FACTORS WHICH OPERATE DURING THE DISCRIMINATION LEARNING OF NORMAL CHILDREN WERE STUDIED. THREE EXPERIMENTS WERE CONDUCTED TO COMPARE RESPONSE-SHIFT AND RESPONSE-PRESERVERATION TENDENCIES OF DIFFERENT AGE GROUPS. THE FIRST EXPERIMENT INCLUDED 4-, 6-, 8-, AND 10-YEAR-OLDS WHO WERE GIVEN REWARD AND NONREWARD PROBLEMS. THE SECOND EXPERIMENT INCLUDED 4- AND 5-YEAR-OLDS WHO WERE GIVEN EITHER 75 PERCENT REWARD AND 25 PERCENT NONREWARD PROBLEMS, OR THE REVERSE. THE THIRD EXPERIMENT INCLUDED 4-, 6-, 8-, AND 10-YEAR-OLDS WHO WERE GIVEN REWARD PROBLEMS ONLY. A LEARNING SET PROCEDURE OF TWO-TRIAL PROBLEMS AND MULTIDIMENSIONAL STIMULI WAS EMPLOYED IN THREE TREATMENTS. BOTH RESPONSE-SHIFT AND RESPONSE-PERSEVERATION TENDENCIES APPEAR TO BE IMPORTANT SOURCES OF ERROR IN CHILDREN'S DISCRIMINATION LEARNING. (RS)

ED 003 718 24

THE EFFECTS OF A WORK PLAN ON THE RESUMPTION OF AN INTERRUPTED TASK.
BY- BECHTEL, LELAND PETERMAN
BATES COLL., LEWISTON, MAINE
REPORT NUMBER CRP-S-361 PUB DATE 65
EDRS PRICE MF-$0.09 HC-$1.56 39P.

DESCRIPTORS- *COUNSELING, *PERFORMANCE FACTORS, *PSYCHOLOGICAL STUDIES, *RETENTION STUDIES, COLLEGE STUDENTS, DROPOUT PREVENTION, HIGH SCHOOL STUDENTS, LEWISTON, MAINE, TASK PERFORMANCE,

A CONCEPT OF A TENSION SYSTEM IN A WORKING-MEMORY PLAN WAS STUDIED TO IMPLEMENT A COUNSELING APPROACH EFFECTIVE IN REDUCING THE RATE OF HIGH SCHOOL DROPOUTS. COLLEGE FRESHMEN AND HIGH SCHOOL STUDENTS (178) WERE EQUALLY DIVIDED BETWEEN EXPERIMENTAL AND CONTROL GROUPS EQUATED ON AGE, CLASS, SEX, AND INTELLIGENCE. ALL SUBJECTS WERE INDIVIDUALLY TESTED FOR THE TENDENCY TO RESUME A TASK AFTER BEING INTERRUPTED WITH AN ALTERNATE TASK. FREQUENCY OF RESUMPTION OF THE INTERRUPTED TASK AND LENGTH OF THE TIME INTERVAL BETWEEN COMPLETION OF THE ALTERNATE TASK AND RESUMPTION OF THE INTERRUPTED TASK CONSTITUTED THE DEPENDENT VARIABLES. CONCLUSIONS WERE--(1) SUBJECTS WITH A PLAN WILL TEND TO RESUME AN INTERRUPTED TASK MORE FREQUENTLY THAN SUBJECTS WHO HAVE NO PLAN, BUT NO MORE QUICKLY THAN SUBJECTS WITHOUT A PLAN. (2) SEX OF SUBJECTS INTERACTS WITH OTHER FACTORS TO PRODUCE DIFFERENTIAL EFFECTS UPON THE TENDENCY TO RESUME AN INTERRUPTED TASK. (JC)

ED 003 719 24

STUDY OF A CONTEMPORARY EFFORT TO BUILD A PROTOTYPIC COLLEGE IN SUBURBIA.
BY- KELLY, SAMUEL PATRICK
CHICAGO UNIV.
REPORT NUMBER CRP-S-233 PUB DATE 65
EDRS PRICE MF-$0.36 HC$8.64 216P.

DESCRIPTORS- *CASE STUDY, *COLLEGE PLANNING, *COMMUNITY PLANNING, *CURRICULUM DEVELOPMENT, *EDUCATIONAL FACILITIES, CHICAGO, COLLEGE BUILDINGS, COLLEGE CURRICULUM, EDUCATIONAL PLANNING, EDUCATIONAL POLICY, ILLINOIS, PLANNING, PROGRAM COORDINATION, PROGRAM DEVELOPMENT,

THE PLANS, DECISIONS, AND EVENTS WHICH TOOK PLACE DURING THE FIRST STAGES OF FOUNDING A NEW COLLEGE IN A CHICAGO SUBURB WERE DETAILED. THE INVESTIGATOR EXPECTED THAT ACCOUNTING FOR ALL THE INITIAL FOUNDING OPERATIONS IN A SINGLE CASE STUDY WOULD REVEAL SPECIFIC PATTERNS OF INTERACTION. THESE COULD THEN BE USED FOR IDENTIFYING MOST OF THE FACTORS ULTIMATELY CRUCIAL TO THE SUCCESS OR FAILURE OF ESTABLISHING A NEW COLLEGE. IMPLICATIONS WERE THAT THE SCOPE OF THE ACTIVITY WAS EXTENSIVE ENOUGH IN ITS INVOLVEMENT OF PERSONS, GROUPS, AGENCIES, PLANS AND PROJECTIONS, AND DIFFERENT RESOURCES OVER A SUFFICIENTLY LONG PERIOD OF TIME (6 YEARS) TO HAVE ENCOMPASSED MOST OF THE MAJOR DECISIONS AND PROBLEMS WHICH INEVITABLY WOULD BE ENCOUNTERED IN OTHER ATTEMPTS WHICH MIGHT BE UNDERTAKEN. (JH)

ED 003 720 64

SOURCES OF INFORMATION ABOUT NEWER EDUCATIONAL MEDIA FOR ELEMENTARY AND SECONDARY EDUCATION, 1950-60.
BY- RUFSVOLD, MARGARET I. GUSS, CAROLYN
INDIANA UNIV., BLOOMINGTON
REPORT NUMBER NDEA-VIIB-OOE PUB DATE 20 APR 60
EDRS PRICE MF-$0.27 HC-$6.20 155P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *AUDIOVISUAL CENTERS, *AUDIOVISUAL INSTRUCTION, *AUDIOVISUAL PROGRAMS, *PUBLICATIONS, BLOOMINGTON, ELEMENTARY EDUCATION, INDIANA, PERIODICALS, RESOURCE MATERIALS, SECONDARY EDUCATION,

A LIST OF SOURCES OF INFORMATION ABOUT MEDIA USEFUL IN ELEMENTARY AND SECONDARY EDUCATION WAS COMPILED. A TOTAL OF 174 SOURCES OF INFORMATION WERE RECOMMENDED. THE NUMBER AND TYPE LISTED WERE 78 ANNOTATED CATALOGS AND LISTS GENERALLY AVAILABLE, 52 UNANNOTATED CATALOGS AND LISTS NOT GENERALLY AVAILABLE, 11 PERIODICALS CONCERNED WITH EDUCATIONAL MEDIA, 28 PERIODICALS WHICH REGULARLY REVIEW EDUCATIONAL MEDIA, AND 5 PROFESSIONAL ORGANIZATIONS CONCERNED WITH NEWER EDUCATIONAL MEDIA. (JC)

ED 003 721 64

PLANNING SCHOOLS FOR NEW MEDIA.
BY- DE BERNARDIS, AMO AND OTHERS
PORTLAND STATE COLL., ORE.
REPORT NUMBER NDEA-VIIB-007 PUB DATE 62
REPORT NUMBER OE-21021
EDRS PRICE MF-$0.18 HC-$3.04 76P.

DESCRIPTORS- #MANUALS, #MASS MEDIA, #SCHOOL BUILDINGS, #SCHOOL PLANNING, AUDITORIUMS, BUILDING DESIGN, CLASSROOMS, EDUCATIONAL FACILITIES, INSTRUCTIONAL MATERIALS CENTERS, LANGUAGE LABORATORIES, MULTIPURPOSE CLASSROOMS, OREGON, PORTLAND, RADIO, TELEVISION,

THIS MANUAL WAS PREPARED AS A REFERENCE GUIDE TO ASSIST SCHOOL BOARD MEMBERS, SCHOOL SUPERINTENDENTS, AND ARCHITECTS IN PLANNING SCHOOL BUILDINGS SO THAT TEACHERS COULD MAKE FULL AND EFFECTIVE USE OF MODERN MEDIA IN INSTRUCTION. ELEMENTS OF THE MANUAL, AS LISTED IN THE TABLE OF CONTENTS, ARE "THE PLANNING PROCESS," "INSTRUCTIONAL MATERIALS CENTERS," "CLASSROOMS," "LANGUAGE LABORATORIES," "AUDITORIUMS AND MULTIPURPOSE ROOMS," "INTERCOMMUNICATIONS SYSTEMS," "RADIO FACILITIES," "TELEVISION FACILITIES," AND "TOMORROW" (FUTURE APPLICATIONS.) (JH)

ED 003 722 64

REPORT OF EIGHT DISSEMINATION CONFERENCES ON THE PRINCIPLES AND PRACTICES IN THE USES OF TELEVISION IN EDUCATION.
BY- MURPHY, J. FRED HULL, RICHARD B.
NORTH CENTRAL ASSN. OF COLL.AND SECONDARY SCHOOLS
REPORT NUMBER NDEA-VIIB-030-B PUB DATE 62
CONTRACT OEC-SAE-9037
EDRS PRICE MF-$0.27 HC-$5.24 131P.

DESCRIPTORS- #CONFERENCES, #EDUCATIONAL TELEVISION, #TELEVISION, CHICAGO, ILLINOIS, INSTRUCTIONAL TELEVISION, NORTH CENTRAL ASSOCIATION (NCA), TELEVISED INSTRUCTION,

THIS REPORT HIGHLIGHTS THE PROCEDURES, ACTIONS, AND DEVELOPMENTS OF EIGHT DISSEMINATION CONFERENCES ON THE USES OF TELEVISION IN EDUCATION. PRESENTED FOR EACH OF THE CONFERENCES ARE THE POST-CONFERENCE ACTIONS AND DEVELOPMENTS. AN EVALUATION SECTION INCLUDES A QUALITATIVE ANALYSIS REPRESENTING THE COMPOSITE JUDGMENT OF THE NORTH CENTRAL ASSOCIATION SUBCOMMITTEE ON TELEVISION. THE EX OFFICIO MEMBERS, THE DELEGATES FROM OTHER REGIONAL ACCREDITING AGENCIES WHO ASSISTED IN THE MEETINGS, AND THE PROJECT COORDINATOR. A GUIDE IS PROVIDED FOR OTHERS WISHING TO CONDUCT SIMILAR DISSEMINATION PROJECTS. (JC)

ED 003 723 64

REPORT OF A PILOT CONFERENCE ON THE DISSEMINATION OF PRINCIPLES AND PRACTICES IN THE USES OF TELEVISION IN EDUCATION.
BY- MURPHY, J. FRED HULL, RICHARD B.
NORTH CENTRAL ASSN. OF COLL.AND SECONDARY SCHOOLS
REPORT NUMBER NDEA-VIIB-030-A PUB DATE 60
CONTRACT OEC-SAE-9037
EDRS PRICE MF-$0.18 HC-$4.36 109P.

DESCRIPTORS- #CONFERENCES, #EDUCATIONAL TELEVISION, #INFORMATION DISSEMINATION, #PILOT PROJECTS, #TEACHING METHODS, COLUMBUS, CONSULTANTS, EQUIPMENT UTILIZATION, INDIANA, INSTRUCTIONAL TELEVISION, MICHIGAN, NORTH CENTRAL ASSOCIATION (NCA), OHIO, SEMINARS, WEST VIRGINIA,

THE ACTIVITIES OF A PILOT CONFERENCE FOR THE DISSEMINATION OF INFORMATION IN VARIOUS EDUCATIONAL MEDIA WERE REPORTED. THE PURPOSES OF THE CONFERENCE WERE (1) TO DEMONSTRATE THE USES OF DIFFERENT KINDS OF EQUIPMENT, PROCESSES, AND METHODS FOR TELEVISION (TV) USAGE IN EDUCATION, (2) TO RELATE TV TO OTHER MEDIA USED IN EDUCATION, (3) TO PROVIDE WAYS TO RECORD THE ACTIONS AND RESULTS OF THE CONFERENCE, (4) TO DEVELOP A PATTERN FOR CONDUCTING ADDITIONAL CONFERENCES, AND (5) TO REVISE THE 1959 SEMINAR REPORT ON TV USAGE. THE PARTICIPANTS INCLUDED 2 DELEGATES FROM EACH NORTH CENTRAL STATE, PLUS 10 DELEGATES FROM EACH OF 4 OTHER STATES. DELEGATES FROM OHIO, WEST VIRGINIA, MICHIGAN AND INDIANA REPRESENTED PERSONNEL FROM (1) EDUCATIONAL TV STATIONS AND CENTERS, (2) TV AND CLASSROOM TEACHERS, PRINCIPALS AND SUPERINTENDENTS, AND (3) OTHER ORGANIZATIONS, AGENCIES, AND INSTITUTIONS. THE PROGRAM INCLUDED LECTURES, PRESENTATIONS, TOURS, SEMINARS, AND A SYMPOSIUM. RECOMMENDATIONS WERE THAT THE NORTH CENTRAL ASSOCIATION TV SUBCOMMITTEE (1) DISSEMINATE THE REVISED SEMINAR REPORT, (2) PROVIDE AID FOR ADDITIONAL CONFERENCES, AND (3) INITIATE ACTION THROUGH THE NCA CHAIRMEN IN THE 19 STATES SERVED BY THE NORTH CENTRAL ASSOCIATION. (RS)

ED 003 724 64

THE USES OF TELEVISION IN EDUCATION.
BY- MURPHY, J. FRED AND OTHERS
NORTH CENTRAL ASSN. OF COLL.AND SECONDARY SCHOOLS
REPORT NUMBER NDEA-VIIB-030 PUB DATE MAR 61
EDRS PRICE MF-$0.09 HC-$1.40 35P.

DESCRIPTORS- #EDUCATIONAL TELEVISION, #SEMINARS, #TELEVISED INSTRUCTION, #TELEVISION CURRICULUM, #TELEVISION TEACHERS, CHICAGO, ILLINOIS, TELEVISION RESEARCH,

A SEMINAR WAS HELD TO CONSIDER THE USES OF TELEVISION IN EDUCATION TO ASSESS PRESENT KNOWLEDGE IN THIS CONNECTION, AND TO IDENTIFY AREAS NEEDING STUDY AND RESEARCH. WHILE NO ONE COMBINATION OF PRACTICES WAS RECOMMENDED AS A MODEL IN THE APPLICATION OF TELEVISION TO THE VARIED PURPOSES OF EDUCATION, NEEDS, SUCCESSFUL PRACTICES, AND TECHNIQUES IN SUCH AREAS AS ORGANIZATION AND ADMINISTRATION, TEACHERS FOR TELEVISION, PRODUCTION FACILITIES AND PRACTICES, TRANSMISSION FACILITIES, RECEPTION OF EDUCATIONAL TELEVISION AND ITS FINANCING WERE DISCUSSED. IT WAS CONCLUDED THAT FURTHER RESEARCH IS NEEDED TO EXTEND AND REFINE PRESENT KNOWLEDGE OF THE BEST WAYS TO USE TELEVISION. (GD)

ED 003 725 64

MATERIALS LIST FOR USE BY TEACHERS OF MODERN FOREIGN LANGUAGES.
BY- ALDEN, DOUGLAS W.
MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.
REPORT NUMBER NDEA-VIIB-020-1 PUB DATE 59
EDRS PRICE MF-$0.18 HC-$3.68 92P.

DESCRIPTORS- #INSTRUCTIONAL MATERIALS, #LANGUAGE INSTRUCTION, #MODERN LANGUAGES, AUDIOVISUAL AIDS, BOOKS, COSTS, ELEMENTARY EDUCATION, GAMES, MAPS, NEW YORK, NEW YORK CITY, PERIODICALS, RESOURCE GUIDES, RESOURCE MATERIALS, SECONDARY EDUCATION,

THIS INSTRUCTIONAL MATERIALS GUIDE LISTS TITLES AND SOURCES OF 1,717 ITEMS FOR MODERN FOREIGN LANGUAGE CLASSES IN ELEMENTARY AND SECONDARY SCHOOLS, WITH PERTINENT INFORMATION ABOUT THEIR PURPOSE AND SUITABILITY FOR VARIOUS LEVELS OF INSTRUCTION. PUBLISHERS AND PRICES ARE IDENTIFIED ALSO. THE LIST IS CLASSIFIED IN THREE MAJOR CATEGORIES--(1) LANGUAGE DIVISIONS, (2) GRADE LEVELS, AND (3) CATEGORIES OF MATERIALS. THE LANGUAGE DIVISIONS INCLUDE FRENCH, GERMAN, ITALIAN, RUSSIAN, AND SPANISH. THE MATERIAL CATEGORIES ARE "BOOKS" (METHODOLOGY, CULTURE AND CIVILIZATION, DICTIONARIES, LANGUAGE CONVERSATIONS, READERS, SONGS, DANCES, GAMES, AND PLAYS), "AUDIO AIDS" (LANGUAGE RECORDS, MUSIC RECORDS, TAPES), "VISUAL AIDS" (FILMS, FILMSTRIPS, AND SLIDES), "PERIODICALS" (JOURNALS, MAGAZINES, AND NEWSPAPERS), "MAPS," "CALENDARS," "PICTURES," "GAME MATERIALS," AND "MISCELLANEOUS." ITEMS ARE CLASSIFIED AT THE LOWEST GRADE LEVEL AT WHICH THEIR USE IS RECOMMENDED. IN ADDITION, SOME ITEMS ARE LISTED AS APPLICABLE TO "ALL LANGUAGES" AND "ALL GRADES." (JH)

ED 003 726 64

AN EXPLORATORY SURVEY OF FOREIGN LANGUAGE TEACHING BY TELEVISION IN THE UNITED STATES.
BY- REID, J. RICHARD
MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.
REPORT NUMBER NDEA-VIIB-020-2 PUB DATE NOV 61
EDRS PRICE MF-$0.09 HC-$0.72 18P. IN REP OF SURV. AND STUD. IN THE TEACHING OF MOD. FOR LANG., 197-211, NOVEMBER 1961

DESCRIPTORS- *FOREIGN LANGUAGE FILMS, *LANGUAGE INSTRUCTION, *LANGUAGE PROGRAMS, *SURVEYS, *TELEVISION TEACHERS, EDUCATIONAL TELEVISION, INSTRUCTION, INSTRUCTIONAL TELEVISION, LANGUAGE, LANGUAGE AIDS, LANGUAGE TEACHERS, NEW YORK, NEW YORK CITY, TEACHER SHORTAGE, TEACHERS, TELEVISED INSTRUCTION, TELEVISION, TELEVISION SURVEYS,

AN ASSESSMENT WAS MADE OF THE EXTENT, STRENGTH, AND WEAKNESS OF CLASSROOM LEARNING OF FOREIGN LANGUAGES THROUGH TELEVISION. INFORMATION WAS GATHERED BY MAIL, THROUGH VISITING 16 LANGUAGE PROGRAMS IN 15 AREAS OF THE COUNTRY, AND BY INTERVIEWS WITH TELEVISION AND CLASSROOM TEACHERS, SCHOOL ADMINISTRATORS, TELEVISION PROGRAM DIRECTORS, AND STUDENTS. REPORT CONTENTS WERE DIVIDED INTO THREE PARTS--(1) CORROBORATION OF GENERAL IMPRESSIONS, (2) REFLECTIONS ON INSTRUCTIONAL METHODS, AND (3) DETAILED OBSERVATIONS RELATED TO HOW MUCH TELEVISION IS BEING USED, THE PROBLEMS ENCOUNTERED, TECHNIQUES APPLIED TO MEET PROBLEMS, AND STUDIES OF RESEARCH AND DEVELOPMENT. CONCLUSIONS WERE THAT TELEVISION IS NOT THE ANSWER TO THE TEACHER SHORTAGE, BUT INSOFAR AS TELEVISION TEACHING OF FOREIGN LANGUAGES IS PERFORMED BY SKILLED, INSPIRED TEACHERS, BACKED BY SOUND ADVICE FROM LINGUISTS AND PRODUCERS, AND BY A SOUND PROGRAM IN THE SCHOOLS, TELEVISION CAN HELP SOLVE THE TEACHER SHORTAGE. (JC)

ED 003 727 64

IMPROVING INSTRUCTION--BUDGETING YOUR AUDIO-VISUAL PROGRAM.
BY- RUGG, K.C.
INDIANA UNIV., BLOOMINGTON
REPORT NUMBER NDEA-VIIB-002 PUB DATE 60
EDRS PRICE MF-$0.18 HC-$3.64 91P.

DESCRIPTORS- *AUDIOVISUAL INSTRUCTION, *NATIONAL SURVEYS, AUDIOVISUAL PROGRAMS, BLOOMINGTON, CASE STUDIES (EDUCATION), INDIANA, INSTRUCTIONAL TECHNOLOGY,

AN ATTEMPT WAS MADE TO LOCATE AND DESCRIBE SUCCESSFUL AUDIOVISUAL PROGRAMS IN THE UNITED STATES THAT WERE IMPROVING INSTRUCTION IN THEIR RESPECTIVE SCHOOL SYSTEMS. AFTER A PRELIMINARY SURVEY, THE INVESTIGATOR SELECTED 28 SCHOOL SYSTEMS FOR INDIVIDUAL CASE STUDY. SELECTION WAS BASED ON GEOGRAPHICAL LOCATION, SIZE OF SCHOOL SYSTEM, WILLINGNESS TO BE INCLUDED ON AN ANONYMOUS BASIS, TYPE OF SCHOOL SYSTEM (CITY, COUNTY, OR SUBURBAN), PER PUPIL EXPENDITURE FOR THE AUDIOVISUAL PROGRAM EXCLUDING SALARIES, AND COMPLETENESS OF NECESSARY INFORMATION. EACH AUDIOVISUAL DIRECTOR OF THE 28 SCHOOL SYSTEMS WAS ASKED TO PROVIDE FIVE KINDS OF INFORMATION--(1) SCOPE OF THE PROGRAM AND SERVICES OFFERED, (2) RELATIONSHIP OF THE DIRECTOR TO OTHER SCHOOL SYSTEM PERSONNEL, (3) UNIQUENESS OF THE PROGRAM BASED ON THE LOCAL SITUATION (4) PERSONNEL NECESSARY TO CARRY THE PROGRAM FORWARD, AND (5) THE BUDGET (DELINEATED SO AS TO BE MEANINGFUL) NECESSARY FOR THE PROGRAM. DISTINCTIVE FEATURES OF MANY OF THE 28 PROGRAMS WERE EMPHASIZED IN THE INDIVIDUAL CASE STUDY DESCRIPTIONS IN THIS REPORT. THE REPORT DID NOT ATTEMPT TO PROVIDE FORMULAS OR DICTATE WHAT SHOULD BE SPENT ON NEW AUDIOVISUAL PROGRAMS. IT MERELY DESCRIBED WHAT EDUCATORS WERE DOING IN THE FIELD OF AUDIOVISUAL MEDIA, TO PROVIDE SCHOOL ADMINISTRATORS WITH USEFUL INFORMATION FOR AUDIOVISUAL PROGRAM PLANNING AND SUPERVISING. (JH)

ED 003 728 64

A PROJECT TO IMPROVE THE DISSEMINATION OF INFORMATION ABOUT NEW INSTRUCTIONAL MATERIALS AND THEIR USES IN EDUCATION IN THE SCHOOLS WITHIN A STATE.
BY- CYPHER, IRENE F. AND OTHERS
NEW YORK STATE AUDIO VISUAL COUNCIL, EAST MEADOW
REPORT NUMBER NDEA-VIIB-029 PUB DATE AUG 60
EDRS PRICE MF-$0.18 HC-$4.28 107P.

DESCRIPTORS- *AUDIOVISUAL INSTRUCTION, *INFORMATION DISSEMINATION, *QUESTIONNAIRES, *SCHOOLS, AUDIOVISUAL AIDS, AUDIOVISUAL PROGRAMS, EAST MEADOWS, NEW YORK, WORKSHOPS,

AN ATTEMPT WAS MADE TO IDENTIFY THE KINDS OF DISSEMINATION ACTIVITIES SUITABLE FOR IMPROVING THE USE OF NEW EDUCATIONAL MEDIA IN THE PUBLIC SCHOOLS, COLLEGES, AND UNIVERSITIES OF NEW YORK STATE. UNDER DIRECTION OF THE NEW YORK STATE AUDIOVISUAL COUNCIL, STRUCTURED INTERVIEWS WERE CONDUCTED THROUGHOUT THE STATE WITH PERSONNEL INVOLVED IN AUDIOVISUAL INSTRUCTION. IN ADDITION, A SPECIAL 2-DAY WORKSHOP WAS HELD (NEAR THE COMPLETION OF THE STUDY) TO REVIEW THE FINDINGS AND RECOMMEND A FINAL REPORT. THE AUTHORS RECOMMEND THAT THE NEW YORK STATE AUDIOVISUAL COUNCIL DEVELOP PLANS FOR THE DISSEMINATION OF INFORMATION ABOUT NEW INSTRUCTIONAL MEDIA. (JC)

ED 003 729 64

EDUCATIONAL TELEVISION, THE NEXT 10 YEARS.
BY- SCHRAMM, WILBUR
STANFORD UNIV., CALIF., INST.FOR COMMUNIC. RES.
REPORT NUMBER NDEA-VIIB-017-A PUB DATE SEP 61

EDRS PRICE MF-$0.54 HC-$15.56 389P.

DESCRIPTORS- *EDUCATIONAL FACILITIES, *EDUCATIONAL TELEVISION, CALIFORNIA, PROGRAM IMPROVEMENT, PROGRAM PLANNING, STANFORD,

THIS DOCUMENT IS A COMPILATION OF STUDIES ON THE PROBLEMS AND POTENTIALS OF EDUCATIONAL TELEVISION DURING THE TIME PERIOD 1961-71. SIX TOPIC AREAS WERE COVERED--(1) RECOMMENDATIONS, (2) THE FUTURE OF EDUCATIONAL TELEVISION, (3) THE COMMUNITY JOB OF EDUCATIONAL TELEVISION, (4) THE PROBLEM OF IMPROVING PROGRAMS, (5) THE PROBLEM OF FINANCING, (6) THE PROBLEM OF RESOURCES, AND (7) THE PROBLEM OF FACILITIES. (LP)

ED 003 730

64

STUDY OF THE USE OF IN-SCHOOL TELECAST MATERIALS LEADING TO RECOMMENDATIONS AS TO THEIR DISTRIBUTION AND EXCHANGE. FINAL REPORT.
BY- MCBRIDE, JACK AND OTHERS
NEBRASKA UNIV., LINCOLN
REPORT NUMBER NDEA-VIIB-035-NO-1 PUB DATE 61
EDRS PRICE MF-$0.27 HC-$5.80 145P.

DESCRIPTORS- *EDUCATIONAL TELEVISION, *INFORMATION DISSEMINATION, *KINESCOPE RECORDINGS, *TELEVISION, *TELEVISION RESEARCH, AIRBORNE TELEVISION, CLOSED CIRCUIT TELEVISION, LINCOLN, NEBRASKA, OPEN CIRCUIT TELEVISION, PRODUCTION TECHNIQUES, TELEVISED INSTRUCTION, VIDEO TAPE RECORDINGS,

A NATIONWIDE SURVEY WAS UNDERTAKEN TO LEARN ABOUT THE DEVELOPMENTS OF TELEVISION PROGRAMS FOR DIRECT AND SUPPLEMENTARY INSTRUCTION AT ELEMENTARY, SECONDARY, AND COLLEGE LEVELS. THE STUDY RESULTS LED TO SPECULATIONS ON FUTURE INSTRUCTIONAL TELEVISION DEVELOPMENTS AND RECOMMENDATIONS FOR A PROGRAM DISTRIBUTION SYSTEM. CONTACTS WERE MADE WITH INDIVIDUALS REPRESENTING ALL LEVELS OF FORMAL PUBLIC AND PRIVATE EDUCATION. MAJOR CONCLUSIONS WERE--(1) CONSIDERABLE INSTRUCTION IS BEING PRESENTED LOCALLY BY BOTH BROADCAST AND CLOSED CIRCUIT TELEVISION, (2) A BACKLOG OF TELEVISION INSTRUCTION IS AVAILABLE, (3) A DISTRIBUTION SYSTEM OF RECORDED TELEVISED INSTRUCTION IS URGENTLY NEEDED, (4) AN INCREASING NUMBER OF INSTITUTIONS WISH TO USE TELEVISION, (5) FURTHER STUDY IS NEEDED TO DISCOVER THE BEST METHODS OF USING TELEVISED INSTRUCTION IN THE CLASSROOM, (6) DISSEMINATION OF INFORMATION CONCERNING TELEVISION INSTRUCTION IS NEEDED, AND (7) PRODUCTION AND DISTRIBUTION OF TELEVISION MATERIALS SHOULD BE CONTINUED. SPECIFIC RECOMMENDATIONS, BASED ON THE STUDY, WERE MADE CONCERNING POLICY DECISIONS, CURRICULUM RESEARCH, PERSONNEL TRAINING, PREDICTION, AND PRODUCTION AND DISTRIBUTION CENTERS. (JC)

ED 003 731

64

TELEVISION FOR TEACHERS IN SERVICE.
BY- LOUBRIEL, OSCAR MORAN, ROBERTO
PUERTO RICO UNIV., RIO PIEDRAS
REPORT NUMBER NDEA-VIIB-074 PUB DATE 30 APR 61
EDRS PRICE MF-$0.18 HC-$4.96 124P.

DESCRIPTORS- *EDUCATIONAL TELEVISION, *INSERVICE TEACHER EDUCATION, *SURVEYS, *TEACHER EDUCATION, *TELEVISION SURVEYS, BROADCAST TELEVISION, MASS MEDIA, PUERTO RICO, RIO PIEDRAS, TELEVISED INSTRUCTION,

A SURVEY WAS ORGANIZED AND CONDUCTED TO DETERMINE THE FEASIBILITY AND DESIRABILITY OF USING TELEVISION FOR INSERVICE TEACHER EDUCATION PROGRAMS IN PUERTO RICO. VARIOUS QUESTIONNAIRES WERE CONSTRUCTED AND SENT TO TEACHERS AND EDUCATIONAL SUPERVISORS THROUGHOUT PUERTO RICO. GROUP MEETINGS WERE HELD WITH SCHOOL SUPERINTENDENTS IN STRATEGIC AREAS TO OFFER ORIENTATION IN THE SURVEY OBJECTIVES. FINDINGS EMPHASIZED AN URGENT NEED OF INCREASING FACILITIES AND RESOURCES FOR THE EDUCATION OF TEACHERS IN SERVICE. NO PROBLEMS WERE ANTICIPATED IN REGARD TO SECURING NECESSARY PERSONNEL, TECHNICAL EQUIPMENT, OR BROADCASTING TIME FOR ESTABLISHING SUBJECT EDUCATIONAL PROGRAMS IN MOST AREAS. RECOMMENDATIONS FOR FUTURE IMPLEMENTING ACTION WERE OUTLINED IN DETAIL. (JH)

ED 003 732

64

DESIGNING NEW APPARATUS FOR LEARNING.
BY- FLORY, JOHN AND OTHERS
SOCIETY OF MOTION PICTURE AND TV ENGINEERS INC.
REPORT NUMBER NDEA-VIIB-045 PUB DATE 63
CONTRACT OEC-SAE-8758
EDRS PRICE MF-$0.36 HC-$10.04 251P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *AUDIOVISUAL INSTRUCTION, *INSTRUCTIONAL TECHNOLOGY, CONFERENCES, FILMS, NEW JERSEY, NEW YORK, NEW YORK CITY, PRINCETON, PROGRAMED MATERIALS, PROJECTION EQUIPMENT, TEACHING MACHINES, TELEVISION,

A 3-DAY CONFERENCE BROUGHT TOGETHER A GROUP OF SCIENTISTS, ENGINEERS, MANUFACTURERS, AND EDUCATORS TO DISCUSS THE STATUS OF AUDIOVISUAL EQUIPMENT AND THE KINDS OF NEW APPARATUS WHICH COULD BE DEVELOPED TO SERVE THE NEEDS OF EDUCATION. THE CONFEREES DISCUSSED SPECIFIC RESISTANCES TO INSTRUCTIONAL TECHNOLOGY AND THE VARIOUS EDUCATIONAL AND PSYCHOLOGICAL FACTORS WHICH IMPEDE THE DESIGN OF EFFECTIVE APPARATUS OF INSTRUCTION. IT WAS CONFIRMED THAT CURRENT KNOWLEDGE AND USE OF AUDIOVISUAL TECHNIQUES IN AMERICAN EDUCATION IS LOW AND THAT EVEN THE MOST PROGRESSIVE SCHOOLS ARE NOT ABLE TO MAKE THE KIND OF EFFECTIVE USE OF AUDIOVISUALS WHICH THE STATE-OF-THE-ART PERMITS. STILL-PROJECTION EQUIPMENT, TEACHING MACHINES AND PROGRAMING DEVICES, EIGHT-MM. SOUND MOTION PICTURES, AND TELEVISION AND VIDEO-TAPE RECORDERS WERE DISCUSSED. (JH)

ED 003 733

64

RADIO AND TELEVISION--A SELECTED BIBLIOGRAPHY.
BY- HAMILL, PATRICIA B. BRODERICK, GERTRUDE G.
AMERICAN UNIV., WASHINGTON, D.C.
REPORT NUMBER NDEA-VIIB-055 PUB DATE 60
REPORT NUMBER OE-34004
EDRS PRICE MF-$0.09 HC-$2.08 52P. OFFICE OF EDUCATION, BULL. 1960, NO. 25

DESCRIPTORS- *BIBLIOGRAPHY, *EDUCATIONAL RESEARCH, *PUBLICATIONS, *RADIO, *TELEVISION, BOOKLISTS, DISTRICT OF COLUMBIA,

THIS U.S. OFFICE OF EDUCATION'S RADIO AND TELEVISION BIBLIOGRAPHY INCLUDES (1) VOLUMES REPORTING FINDINGS ON

RESEARCH AND EXPERIMENTATION, (2) CONTRIBUTIONS TO THE EDUCATIONAL APPLICATIONS OF MEDIA MATERIALS, AND TECHNIQUES OF UTILIZATION, (3) NEW DEVELOPMENTS IN PROFESSIONAL SKILLS OF BROADCASTING, AND (4) A SELECTION OF TECHNICAL BOOKS. UNDER "SOURCES OF GENERAL INFORMATION" ARE NAMES OF ORGANIZATIONS AND GROUPS WHERE PAMPHLETS AND BOOKLETS MAY BE OBTAINED. (JC)

ED 003 734 64

TEMP, TEXAS EDUCATIONAL MICROWAVE PROJECT. FINAL REPORT.
BY- SCHENKKAN, R.F. AND OTHERS
TEXAS UNIV., AUSTIN
REPORT NUMBER NDEA-VIIB-058-A PUB DATE JUL 63
EDRS PRICE MF-$0.18 HC-$4.28 107P.

DESCRIPTORS- *CLOSED CIRCUIT TELEVISION, *COLLEGE COOPERATION, *EDUCATIONAL TELEVISION, *TELEVISED INSTRUCTION, AUSTIN, COLLEGE INSTRUCTION, DEMONSTRATION PROJECTS, INTERCOMMUNICATION, MASS MEDIA, PILOT PROJECTS, TEXAS, TEXAS EDUCATIONAL MICROWAVE PROJECT (TEMP),

A PILOT EFFORT TO LINK 11 INSTITUTIONS OF HIGHER LEARNING BY MICROWAVE TRANSMITTERS FOR INSTRUCTIONAL PURPOSES WAS DEMONSTRATED. THIS MICROWAVE LINKAGE PROVIDED A SINGLE CLOSED-CIRCUIT TELEVISION SYSTEM THROUGHOUT THE PARTICIPATING INSTITUTIONS. THROUGH THE FORMATION OF THE "ELECTRONIC CAMPUS," THE FACULTY RESOURCES OF ALL 11 SCHOOLS COULD BE SHARED. THIS FACULTY-SHARING CONCEPT BECAME THE BASIS UPON WHICH THE PROJECT WAS DEVELOPED. FACILITIES AND TELEVISED CURRICULUMS WERE PLANNED AND DEVELOPED, AND DURING APPROXIMATELY A 4-YEAR PERIOD, 11,725 STUDENTS RECEIVED INSTRUCTION FOR CREDIT VIA THE SYSTEM. THE OVERALL PROGRAM WAS RATED AS SUCCESSFUL. RECOMMENDATIONS WERE MADE FOR SIMILAR DEVELOPMENTS THROUGHOUT THE NATION. OTHER REPORTS IN THIS SERIES ARE ED 003 735 THROUGH ED 003 737. (JH)

ED 003 735 64

FACTORS CONTRIBUTING TO FACULTY AND STUDENT ACCEPTANCE OF INSTRUCTIONAL TELEVISION, TEMP I.
BY- SANFORD, FILLMORE H.
TEXAS UNIV., AUSTIN
REPORT NUMBER NDEA-VIIB-058-B-1 PUB DATE 64
EDRS PRICE MF-$0.45 HC-$13.08 327P.

DESCRIPTORS- *ATTITUDES, *CLOSED CIRCUIT TELEVISION, *EDUCATIONAL TELEVISION, AUSTIN, COLLEGE STUDENTS, INSTRUCTIONAL INNOVATION, TEACHERS, TEXAS, TEXAS EDUCATIONAL MICROWAVE PROJECT (TEMP),

THIS STUDY WAS DESIGNED AND EXECUTED FOR THE PURPOSE OF DISCOVERING AND DELINEATING FACTORS IN THE ACCEPTANCE OR REJECTION OF TELEVISED INSTRUCTION IN THE 11 COLLEGES AND UNIVERSITIES PARTICIPATING IN THE TEXAS EDUCATIONAL MICROWAVE PROJECT (TEMP). PROCEDURES INVOLVED (1) INTERVIEWS WITH ADMINISTRATORS, TELEVISION INSTRUCTORS, AND MONITORING INSTRUCTORS, (2) TEACHER QUESTIONNAIRES, (3) RESEARCH ON MATCHED TV AND NON-TV GROUPS, (4) AN ALL-NETWORK STUDENT QUESTIONNAIRE, (5) A STUDY OF THE EFFECT OF EXPOSURE TO TV ON ATTITUDES TOWARD THE MEDIUM, (6) A TECHNIQUE TO MEASURE LEARNING, AND (7) AN "OPENNESS TO EXPERIENCE" MEASURE. THE STRATEGY OF THE PROJECT WAS ONE OF CASE STUDY. THE PRINCIPAL INVESTIGATOR PRESENTED TWO CONCLUSIONS--(1) BETTER WAYS MUST BE FOUND FOR DEFINING AND MEASURING WHAT SHOULD BE CHANGED THROUGH EDUCATION, (2) PRODUCTIVE RESEARCH IN EDUCATION NEEDS TO FOCUS ON THOSE GENERAL TRAITS OF THE WHOLE INDIVIDUAL THAT CAN BE DEFINED AND MEASURED, AND THAT HAVE A BEARING ON THE GENERAL INTELLECTUAL FUNCTIONING OF THE INDIVIDUAL. OTHER REPORTS IN THIS SERIES ARE ED 003 734 THROUGH ED 003 737. (JC)

ED 003 736 64

FACTORS CONTRIBUTING TO FACULTY AND STUDENT ACCEPTANCE OF INSTRUCTIONAL TELEVISION, TEMP II.
BY- SANFORD, FILLMORE H.
TEXAS UNIV., AUSTIN
REPORT NUMBER NDEA-VIIB-058-B-2 PUB DATE 64
EDRS PRICE MF-$0.18 HC-$2.48 62P.

DESCRIPTORS- *ATTITUDES, *CLOSED CIRCUIT TELEVISION, *TELEVISED INSTRUCTION, ADMINISTRATOR ATTITUDES, AUSTIN, COLLEGE COOPERATION, COLLEGE INSTRUCTION, EDUCATIONAL TELEVISION, INTERCOMMUNICATION, MASS MEDIA, PILOT PROJECTS, QUESTIONNAIRES, STUDENT ATTITUDES, TEXAS, TEXAS EDUCATIONAL MICROWAVE PROJECT (TEMP),

PERTINENT FACTORS WERE DELINEATED IN THE ACCEPTANCE OR REJECTION OF TELEVISED INSTRUCTIONAL PROGRAMS USED WITH THE TEXAS EDUCATIONAL MICROWAVE PROJECT (TEMP)--AN EFFORT LINKING 11 COLLEGES AND UNIVERSITIES BY MICROWAVE TRANSMITTERS TO PROVIDE AN INTEGRATED CLOSED-CIRCUIT TELEVISION SYSTEM. DATA-GATHERING INSTRUMENTS WERE INTERVIEWS, QUESTIONNAIRES, AND STANDARDIZED TESTS. ANSWERS WERE SOLICITED FROM ADMINISTRATORS, FACULTY MEMBERS, AND STUDENTS.MANY RESULTS OBTAINED WERE FAVORABLE. NO GENERAL ENTHUSIASM WAS DEMONSTRATED, HOWEVER, BY EITHER STUDENTS OR FACULTIES FOR THE USE OF INSTRUCTIONAL TELEVISION, NOT BECAUSE OF THE INADEQUACY OF THE COURSES OFFERED, BUT BECAUSE OF TELEVISION'S "IMPERSONAL" NATURE. OTHER REPORTS IN THIS SERIES ARE ED 003 734 THROUGH ED 003 737. (JH)

ED 003 737 64

TEXAS EDUCATIONAL MICROWAVE PROJECT, TEMP III.
BY- SCHENKKAN, R.F. AND OTHERS
TEXAS UNIV., AUSTIN
REPORT NUMBER NDEA-VIIB-058-B-3 PUB DATE JUL 63
EDRS PRICE MF-$0.27 HC-$5.52 138P.

DESCRIPTORS- *CLOSED CIRCUIT TELEVISION, *EDUCATIONAL TELEVISION, AUSTIN, COOPERATIVE PROGRAMS, PILOT PROJECTS, PRODUCTION TECHNIQUES, TEXAS, TEXAS EDUCATIONAL MICROWAVE PROJECT (TEMP),

MICROWAVE TRANSMITTERS WERE USED TO LINK 11 INSTITUTIONS OF HIGHER LEARNING IN THE CENTRAL TEXAS AREA. THIS DEMONSTRATION WAS PLANNED AS A PILOT PROGRAM FOR THE USE OF MICROWAVE CHANNELS TO ACHIEVE A SINGLE CLOSED-CIRCUIT SYSTEM AMONG A NUMBER OF INSTITUTIONS. THE OBJECTIVES WERE (1) TO DEMONSTRATE THE FEASIBILITY, BOTH ECONOMIC AND PROGRAMMATIC, OF SUCH A SYSTEM, (2) TO MAKE IT A VIABLE, PERMANENT OPERATION, (3) TO EXPLORE THE PROBLEMS AND SOLUTIONS WHICH WOULD EMERGE IN ITS ESTABLISHMENT, AND (4) TO PROVIDE A PILOT PROJECT FOR SIMILAR DEVELOPMENTS THROUGHOUT THE NATION. OTHER REPORTS IN THIS SERIES ARE ED 003 734 THROUGH ED 003 737. (TC)

ED 003 738 64

INSTRUMENTATION FOR INSTRUCTION, 1955-70, VOL. 1--TEXT.
BY- FINN, JAMES D. PERRIN, DONALD G.
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.
REPORT NUMBER NDEA-VIIB-069-VOL-1
EDRS PRICE MF-$0.27 HC-$5.84 146P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *INSTRUCTIONAL TECHNOLOGY, *PROJECTION EQUIPMENT, DISTRICT OF COLUMBIA, EDUCATIONAL EQUIPMENT, FILMS, INSTRUCTIONAL FILMS, INSTRUMENTATION, TECHNOLOGICAL DEVELOPMENT PROJECT,

THE ROLE OF EQUIPMENT IN THE NEW TECHNOLOGIES OF INSTRUCTION WAS EXPLORED. PROJECTION EQUIPMENT DEVELOPED SINCE 1955 AS WELL AS CONCEPTS OF PLANNING, FINANCING, AND ADMINISTRATION WERE DISCUSSED. EXAMPLES OF POST-1955 IMPROVEMENTS INCLUDED (1) INCREASED LIGHT OUTPUT DUE TO NEW LIGHT SOURCES AND IMPROVED OPTICS, (2) INCREASED EASE OF OPERATION AFFORDED BY ZOOM LENSES, AUTOMATIC THREADING, FILM CARTRIDGES, AUTOMATIC ADVANCE, AND REMOTE CONTROL, (3) IMPROVED PORTABILITY BECAUSE OF MINIATURIZATION, AND (4) IMPROVED DISPLAY TECHNIQUES SUCH AS INDIVIDUAL DESK-TOP PROJECTORS. OTHER VOLUMES IN THIS SERIES ARE ED 003 738 THROUGH ED 003 746. (LP)

ED 003 739 64

INSTRUMENTATION FOR INSTRUCTION, 1955-70, VOL. 2--TEXT.
BY- FINN, JAMES D.
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.
REPORT NUMBER NDEA-VIIB-069-2 PUB DATE 60
EDRS PRICE MF-$0.27 HC-$5.20 130P.

DESCRIPTORS- *AUDIO EQUIPMENT, *AUDIOVISUAL AIDS, *EDUCATIONAL EQUIPMENT, *TAPE RECORDERS, DISTRICT OF COLUMBIA, EDUCATIONAL TELEVISION, EQUIPMENT, INSTRUMENTATION, LEARNING LABORATORIES, TECHNOLOGICAL DEVELOPMENT PROJECT,

THE ROLE OF EQUIPMENT IN THE NEW TECHNOLOGIES OF INSTRUCTION WAS EXPLORED. SOUND EQUIPMENT, EDUCATIONAL TELEVISION EQUIPMENT, AND LEARNING LABORATORIES WERE DESCRIBED. OTHER VOLUMES IN THIS SERIES ARE ED 003 738 THROUGH ED 003 746. (JK)

ED 003 740 64

INSTRUMENTATION FOR INSTRUCTION, 1955-70, VOL. 3--TEXT.
BY- FINN, JAMES D.
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.
REPORT NUMBER NDEA-VIIB-069-3 PUB DATE 60
EDRS PRICE MF-$0.18 HC-$4.64 116P.

DESCRIPTORS- *EDUCATIONAL EQUIPMENT, *INSTRUCTIONAL AIDS, *PROGRAMED INSTRUCTION, *TEACHING MACHINES, AUDIOVISUAL AIDS, DISTRICT OF COLUMBIA, INSTRUMENTATION, TECHNOLOGICAL DEVELOPMENT PROJECT,

INFORMATION FOR PLANNERS OF NEW SCHOOLS AND INSTRUCTIONAL SYSTEMS ON EDUCATIONAL INNOVATION AS WELL AS INFORMATION FOR TEACHERS, PRINCIPALS, AND ADMINISTRATORS ON PRESENT TECHNIQUES AND TRENDS WAS PRESENTED. THIS VOLUME INCLUDED MATERIAL ON PHOTO-MECHANICAL COPY PROCESSES, TESTING, TEST SCORING, PROGRAMED INSTRUCTION, AND TEACHING MACHINES. OTHER VOLUMES IN THIS SERIES ARE ED 003 738 THROUGH ED 003 746. (LP)

ED 003 741 64

INSTRUMENTATION FOR INSTRUCTION, 1955-70. VOL. 4--TEXT.
BY- FINN, JAMES D.
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.
REPORT NUMBER NDEA-VIIB-069-4 PUB DATE 60
EDRS PRICE MF-$0.18 HC-$4.04 101P.

DESCRIPTORS- *EDUCATIONAL EQUIPMENT, *INSTRUCTIONAL AIDS, ANALOG COMPUTERS, AUDIOVISUAL AIDS, COMPUTERS, DIGITAL COMPUTERS, DISTRICT OF COLUMBIA, INSTRUMENTATION, TECHNOLOGICAL DEVELOPMENT PROJECT,

INFORMATION FOR PLANNERS OF NEW SCHOOLS AND INSTRUCTIONAL SYSTEMS ON EDUCATIONAL INNOVATION, AND ON PRESENT TRENDS FOR SCHOOL TEACHERS, PRINCIPALS, AND ADMINISTRATORS WAS PRESENTED. THIS VOLUME INCLUDES SECTIONS ON COMPUTERS AND AUTOMATION, GAMING AND SIMULATION, AND THE SCHOOL OF THE FUTURE. OTHER VOLUMES IN THIS SERIES ARE ED 003 738 THROUGH ED 003 746. (LP)

ED 003 742 64

INSTRUMENTATION FOR INSTRUCTION, 1955-70, VOL. 5--PICTURES.
BY- FINN, JAMES D.
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.
REPORT NUMBER NDEA-VIIB-06905 PUB DATE 60
EDRS PRICE MF-$0.27 HC-$5.92 148P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *EDUCATIONAL EQUIPMENT, *PROJECTION EQUIPMENT, DISTRICT OF COLUMBIA, FILMSTRIP PROJECTORS, INSTRUMENTATION, LANGUAGE LABORATORY EQUIPMENT, TECHNOLOGICAL DEVELOPMENT PROJECT,

VARIOUS INSTRUCTIONAL PROJECTION EQUIPMENT WAS PICTURED AND BRIEFLY ANNOTATED IN THIS DOCUMENT. PROTOTYPES OF NEW EQUIPMENT WERE ALSO INCLUDED. OTHER VOLUMES IN THIS SERIES ARE ED 003 738 THROUGH ED 003 746. (TC)

ED 003 743 64

INSTRUMENTATION FOR INSTRUCTION, 1955-70, VOL. 6--PICTURES.
BY- FINN, JAMES D.
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.
REPORT NUMBER NDEA-VIIB-069-6 PUB DATE 60
EDRS PRICE MF-$0.27 HC-$6.56 164P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *LANGUAGE LABORATORY EQUIPMENT, *PROJECTION EQUIPMENT, DISTRICT OF COLUMBIA, EDUCATIONAL EQUIPMENT, INSTRUMENTATION, TECHNOLOGICAL DEVELOPMENT PROJECT,

VARIOUS INSTRUCTIONAL PROJECTION EQUIPMENT AUDIOMETERS, AND SELF-INSTRUCTIONAL CONSOLES WERE PICTURED AND BRIEFLY ANNOTATED IN THIS DOCUMENT. PROTOTYPES OF NEW EQUIPMENT WERE ALSO INCLUDED. OTHER VOLUMES IN THIS SERIES ARE ED 003 738 THROUGH ED 003 746. (TC)

ED 003 744 64

INSTRUMENTATION FOR INSTRUCTION, 1955-70, VOL. 7--PICTURES.
BY- FINN, JAMES D.
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.
REPORT NUMBER NDEA-VIIB-060-7 PUB DATE 60

EDRS PRICE MF-$0.18 HC-$4.12 103P.

DESCRIPTORS- *EDUCATIONAL EQUIPMENT, *EDUCATIONAL TELEVISION, *TELEVISION, DISTRICT OF COLUMBIA, EQUIPMENT, INSTRUMENTATION, TECHNOLOGICAL DEVELOPMENT PROJECT,

THE VARIOUS TYPES OF EDUCATIONAL TELEVISION EQUIPMENT PICTURED IN THIS DOCUMENT ARE CAMERAS, RECEIVING SETS, AND RECORDERS. OTHER VOLUMES OF THIS SERIES ARE ED 003 738 THROUGH ED 003 746. (LP)

ED 003 745 64

INSTRUMENTATION FOR INSTRUCTION, 1955-70, VOL. 8--PICTURES.
BY- FINN, JAMES D.
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.
REPORT NUMBER NDEA-VIIB-069-8 PUB DATE 60
EDRS PRICE MF-$0.18 HC-$4.68 117P.

DESCRIPTORS- *AUTOINSTRUCTIONAL AIDS, *INSTRUMENTATION, *TEACHING MACHINES, *TEST SCORING MACHINE, DISTRICT OF COLUMBIA, EDUCATIONAL EQUIPMENT, TECHNOLOGICAL DEVELOPMENT PROJECT,

AUTOMATIC MARKING AND SCORING MACHINES, PRECUT CARDS, AND TEACHING MACHINES WERE ILLUSTRATED IN THIS VOLUME. OTHER VOLUMES OF THIS SERIES ARE ED 003 738 THROUGH ED 003 746. (LP)

ED 003 746 64

INSTRUMENTATION FOR INSTRUCTION, 1955-70, VOL. 9--PICTURES.
BY- FINN, JAMES D.
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.
REPORT NUMBER NDEA-VIIB-069-9 PUB DATE 60
EDRS PRICE MF-$0.27 HC-$5.88 147P.

DESCRIPTORS- *ANALOG COMPUTERS, *DIGITAL COMPUTERS, *EDUCATIONAL EQUIPMENT, *SIMULATORS, AUTOMATION, COMPUTERS, DISTRICT OF COLUMBIA, INSTRUMENTATION, SIMULATION, TECHNOLOGICAL DEVELOPMENT PROJECT,

VARIOUS TYPES OF COMPUTERS, REPRODUCTION DEVICES, AND SIMULATORS FOR SCHOOLS WERE PICTURED IN THIS DOCUMENT. OTHER VOLUMES IN THIS SERIES ARE ED 003 738 THROUGH ED 003 746. (LP)

ED 003 747 64

TECHNOLOGY IN AMERICAN EDUCATION, 1650-1900.
BY- FINN, JAMES D. CAMPION, LEE E.
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.
REPORT NUMBER NDEA-VIIB-069-B-1 PUB DATE 62
REPORT NUMBER OE-34018
EDRS PRICE MF-$0.18 HC-$2.44 61P. NATL. ED. ASSN., TECH. DEV. PROJ. OCCASIONAL PAPER NO. 1

DESCRIPTORS- *AUDIOVISUAL AIDS, *EDUCATIONAL CHANGE, *EDUCATIONAL METHODS, *EDUCATIONAL TRENDS, *INSTRUCTIONAL TECHNOLOGY, DISTRICT OF COLUMBIA, EDUCATIONAL ATTITUDES, EDUCATIONAL POLICY, EDUCATIONAL PROGRAMS, EDUCATIONAL THEORIES, HISTORICAL REVIEWS,

THIS STUDY IS ONE OF SEVERAL WHICH EXAMINED THE HISTORY AND BACKGROUND OF INSTRUCTIONAL TECHNOLOGY IN AMERICAN EDUCATION. IT COVERED EDUCATIONAL TECHNOLOGY DEVELOPMENT THROUGH THE END OF THE 19TH CENTURY, BUT EMPHASIZED THE 19TH-CENTURY PERIOD. TECHNOLOGICAL DEVELOPMENTS OTHER THAN CONVENTIONAL AUDIOVISUAL DEVICES INVOLVING PHOTOGRAPHY AND SOUND TECHNIQUES WERE INCLUDED. (LP)

ED 003 748 64

HISTORY OF INSTRUCTIONAL TECHNOLOGY, II--THE TECHNICAL DEVELOPMENT OF THE NEW MEDIA.
BY- FINN, JAMES D. AND OTHERS
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.
REPORT NUMBER NDEA-VIIB-069-B-2 PUB DATE 61
CONTRACT OEC-SAE-9073
EDRS PRICE MF-$0.18 HC-$3.80 95P. NATL. ED. ASSN., TECH. DEV. PROJ. OCCASIONAL PAPER, NO. 2

DESCRIPTORS- *AUDIOVISUAL AIDS, *FILMS, *INSTRUCTIONAL TECHNOLOGY, *TEACHING MACHINES, *TELEVISION, AUDIOVISUAL COMMUNICATION, AUDIOVISUAL INSTRUCTION, CALIFORNIA, DISTRICT OF COLUMBIA, GRAPHIC ARTS, LOS ANGELES,

THIS IS THE SECOND PAPER RELEASED BY THE TECHNOLOGICAL DEVELOPMENT PROJECT DEALING WITH THE HISTORICAL BACKGROUND OF THE DEVELOPING INSTRUCTIONAL TECHNOLOGY IN AMERICAN EDUCATION. THE BASIS OF THE WORK PRESENTED HERE WAS THE L. PAUL SAETTLER'S DISSERTATION, "THE ORIGIN AND DEVELOPMENT OF AUDIOVISUAL COMMUNICATION IN EDUCATION" (UNIVERSITY OF SOUTHERN CALIFORNIA, 1953). THE FOLLOWING TECHNOLOGIES ARE TRACED--PICTORIAL AND GRAPHIC ARTS, PROJECTED STILL PICTURES, MOTION PICTURES, AUDITORY MEDIA, FACSIMILE, TELEVISION, AND TEACHING MACHINES. ACCOMPANYING ILLUSTRATIONS APPEAR IN THE LAST SECTION OF THE REPORT. (JC)

ED 003 749 64

TEACHING MACHINES AND PROGRAMED LEARNING, 1962--A SURVEY OF THE INDUSTRY.
BY- FINN, JAMES D. AND OTHERS
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.
REPORT NUMBER NDEA-VIIB-069-B-3 PUB DATE 62
CONTRACT OEC-SAE-9073
EDRS PRICE MF-$0.18 HC-$3.92 98P. NATL. ED. ASSN., TECH. DEV. PROJ. OCCASIONAL PAPER NO. 3

DESCRIPTORS- *AUDIOVISUAL AIDS, *EDUCATIONAL EQUIPMENT, *PROGRAMED INSTRUCTION, *TEACHING MACHINES, DISTRICT OF COLUMBIA, INDEXES (LOCATORS), QUESTIONNAIRES,

THE PURPOSE OF THIS STUDY WAS TO (1) LOCATE COMPANIES AND ORGANIZATIONS IN THE UNITED STATES PREPARING PROGRAMS AND MANUFACTURING TEACHING MACHINES FOR COMMERCIAL DISTRIBUTION, (2) OBTAIN ACCURATE DESCRIPTIONS INSOFAR AS POSSIBLE OF THE TYPES, VARIETY, AND CAPABILITIES OF EQUIPMENT BEING MANUFACTURED AND THE TYPE AND CONTENT OF PROGRAMS BEING PREPARED, (3) ASCERTAIN SHORT-TERM TRENDS IN PLANS, DESIGN, AND DEVELOPMENT FOR EQUIPMENT AND MATERIALS, AND (4) ANALYZE THESE DATA FOR COMPARATIVE INFORMATION. A LITERATURE SEARCH WAS PERFORMED AND A QUESTIONNAIRE WAS DISTRIBUTED TO OBTAIN THE DATA FOR THIS SURVEY. LISTINGS OF AVAILABLE PROGRAMS, TEACHING MACHINES, AND EQUIPMENT SUPPLIERS FOR PROGRAMS AND INSTRUCTIONAL DEVICES WERE INCLUDED. (LP)

ED 003 750

64

INSTRUCTIONAL TECHNOLOGY AND THE PRESS--A CASE STUDY.
BY- FINN, JAMES D. AND OTHERS
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.
REPORT NUMBER NDEA-VIIB-069-B-4 PUB DATE 62
CONTRACT OEC-SAE-9073
EDRS PRICE MF-$0.09 HC-$1.36 34P. NATL. ED. ASSN., TECH. DEV. PROJ. OCCASIONAL PAPER NO. 4

DESCRIPTORS- *COMMUNICATION (THOUGHT TRANSFER), *EDUCATIONAL TRENDS, *INSTRUCTIONAL TECHNOLOGY, *NEWS MEDIA, *TEACHING MACHINES, DISTRICT OF COLUMBIA, EDUCATIONAL CHANGE, PRESS OPINION, TECHNOLOGICAL DEVELOPMENT PROJECT,

PRESS TREATMENTS OF CERTAIN EVENTS INVOLVING COMMUNICATION TECHNOLOGIES IN EDUCATION WERE EXAMINED. STUDY EFFORT CENTERED ON THE U.S. DAILY PRESS COVERAGE OF THE 1961 NATIONAL EDUCATION ASSOCIATION CONVENTION, A TOTAL OF 193 NEWSPAPER STORIES. FROM THE STANDPOINT OF "TECHNOLOGICAL" PRESS COVERAGE, THE DOMINATING ISSUE (OR THEME) WAS THE MAN-MACHINE CONFLICT. TAKING THE FORM OF "TEACHERS VERSUS THE TEACHING MACHINES," THIS ISSUE MONOPOLIZED ALL FRONT-PAGE SPACE DEVOTED TO THE SUBJECT OF COMMUNICATION TECHNOLOGIES, AND COLORED ALL RELEVANT HEADLINES. CONVENTION ANNOUNCEMENTS AND DISCUSSIONS OF NEW ELECTRONIC INNOVATIONS AND TECHNIQUES COMPOSED A MINOR BUT SIGNIFICANT THEME OF THE PRESS COVERAGE. THE SIGNIFICANCE OF THE STUDY RESTED UPON AN INQUIRY INTO THE OPERATION OF GENERAL PROCESSES UNDER CERTAIN SPECIFIC CONDITIONS. LITTLE GENERALIZATION OF THE RESULTS WAS ATTEMPTED. (JH)

ED 003 751

64

AUTOMATION IN EDUCATIONAL ADMINISTRATION, 1--VENDING MACHINES IN SCHOOLS AND COLLEGES.
BY- FINN, JAMES D. AND OTHERS
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.
REPORT NUMBER NDEA-VIIB-069-B-5 PUB DATE 62
CONTRACT OEC-SAE-9073
EDRS PRICE MF-$0.09 HC-$0.84 21P. NATL. ED. ASSN., TECH. DEV. PROJ. OCCASIONAL PAPER NO. 5

DESCRIPTORS- *AUTOMATION, *LIBRARY FACILITIES, *SCHOOL ADMINISTRATION, *SCHOOL SERVICES, *VENDING MACHINES, DISTRICT OF COLUMBIA, SURVEYS, TECHNOLOGICAL DEVELOPMENT PROJECT,

HISTORICAL AND MODERN APPLICATIONS OF AUTOMATIC MERCHANDISING (VENDING) WERE SURVEYED WITH PARTICULAR ATTENTION GIVEN TO THE USE OF VENDING EQUIPMENT IN EDUCATIONAL FACILITIES. THE ADVANTAGES WHICH VENDING EQUIPMENT OFFERS TO THE SCHOOL ADMINISTRATOR WERE DISCUSSED IN TERMS OF HANDLING BOTH FOOD AND NONFOOD ITEMS. IN ADDITION, FUTURE APPLICATIONS OF VENDING TO THE GENERAL EDUCATIONAL COMMUNITY WERE BRIEFLY DISCUSSED, INCLUDING POSSIBILITIES FOR SUCH ITEMS AS AUTOMATIC SNACK BARS AND AUTOMATED LIBRARIES. (JH)

ED 003 752

64

STUDIES IN THE GROWTH OF INSTRUCTIONAL TECHNOLOGY, I--AUDIOVISUAL INSTRUMENTATION FOR INSTRUCTION IN THE PUBLIC SCHOOLS, 1930--1960, A BASIS FOR TAKE-OFF.
BY- FINN, JAMES D. AND OTHERS
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.
REPORT NUMBER NDEA-VIIB-069-B-6 PUB DATE 62
CONTRACT OEC-SAE-9073
EDRS PRICE MF-$0.18 HC-$4.80 120P. NATL. ED. ASSN., TECH. DEV. PROJ. OCCASIONAL PAPER NO. 6

DESCRIPTORS- *AUDIOVISUAL AIDS, *AUDIOVISUAL INSTRUCTION, *BROADCAST RECEPTION EQUIPMENT, *INSTRUCTIONAL TECHNOLOGY, *PROJECTION EQUIPMENT, CALIFORNIA, DISTRICT OF COLUMBIA, FILMS, FILMSTRIPS, INSTRUCTIONAL FILMS, LOS ANGELES, PUBLIC SCHOOLS,

THIS STUDY PLOTS THE QUANTITATIVE ASPECTS OF THE GROWTH OF AUDIOVISUAL EQUIPMENT IN THE PUBLIC SCHOOLS OF THE UNITED STATES, PRINCIPALLY OVER THE PERIOD, 1930-60. ITEMS OF EQUIPMENT ARE CONSIDERED ONE CATEGORY OF THE GROWTH OF INSTRUCTIONAL TECHNOLOGY IN AMERICAN EDUCATION. THE TYPES OF EQUIPMENT SELECTED FOR THE ANALYSIS OF GROWTH PATTERNS WERE THOSE ITEMS OF AUDIOVISUAL EQUIPMENT COMMONLY USED FOR INSTRUCTION IN SCHOOL AND COLLEGES. THEY WERE--MOTION PICTURE PROJECTION EQUIPMENT, STILL PICTURE PROJECTION EQUIPMENT, SOUND EQUIPMENT, AND BROADCAST RECEPTION EQUIPMENT. THE DEVELOPMENT OF THE GROWTH CURVES PRESENTED IN THE REPORT WAS ACCOMPLISHED BY MEANS OF (1) AN ANALYSIS OF PUBLISHED AND UNPUBLISHED MATERIALS, (2) A CONFIDENTIAL SURVEY OF THE AUDIOVISUAL INDUSTRY, (3) COORDINATION WITH THE GODFREY STUDY, (4) CONSULTATION WITH KNOWLEDGEABLE INDIVIDUALS, AND (5) THE PROCESS OF ESTIMATION. (JC)

ED 003 753

64

THE DESIGN OF INSTRUCTIONAL EQUIPMENT--TWO VIEWS.
BY- FINN, JAMES D. AND OTHERS
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.
REPORT NUMBER NDEA-VIIA-069-B-8 PUB DATE 62
CONTRACT OEC-SAE-9073
EDRS PRICE MF-$0.18 HC-$2.44 61P. NATL. ED. ASSN., TECH. DEV. PROJ. OCCASIONAL PAPER NO. 8

DESCRIPTORS- *EDUCATIONAL EQUIPMENT, *HUMAN ENGINEERING, *INSTRUCTIONAL TECHNOLOGY, *PROJECTION EQUIPMENT, CALIFORNIA, DISTRICT OF COLUMBIA, EQUIPMENT STANDARDS, INSTRUCTIONAL DESIGN, LOS ANGELES,

THE STUDY PRESENTED IN THIS REPORT WAS COMMISSIONED BY THE TECHNOLOGICAL DEVELOPMENT PROJECT OF THE NATIONAL EDUCATION ASSOCIATION. INCLUDED IN THE STUDY ARE TWO PAPERS CONCERNED WITH THE PROBLEM OF DESIGNING INSTRUCTIONAL EQUIPMENT. THE TWO AUTHORS (FROM EQUIPMENT MANUFACTURING FIRMS) WERE ASKED INDEPENDENTLY TO WRITE UPON THESE QUESTIONS--(1) HOW HAS INSTRUCTIONAL EQUIPMENT BEEN DESIGNED IN THE PAST, AND (2) HOW SHOULD IT BE DESIGNED IN THE FUTURE. EACH AUTHOR TREATED THE PROBLEM DIFFERENTLY. HUMBOLT W. LEVERENZ DEALT PRIMARILY WITH DESIGN ITSELF, WHILE MALCOLM G. TOWNSLEY DISCUSSED PROBLEMS ASSOCIATED WITH ECONOMICS AND ORGANIZATION OF THE DESIGN PROCESS. A BIBLIOGRAPHY IS INCLUDED WHICH IS RELATED TO PSYCHOLOGICAL PRINCIPLES INVOLVED IN THE DESIGN OF TRAINING EQUIPMENT. (JC)

ED 003 754

64

REVOLUTION IN THE TEXTBOOK PUBLISHING INDUSTRY.
BY- FINN, JAMES D. AND OTHERS
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.
REPORT NUMBER NDEA-VIIB-060-B-9 PUB DATE 63

CONTRACT OEC-SAE-9073
EDRS PRICE MF-$0.09 HC-$1.80 45P. NATL. ED. ASSN.,
TECH. DEV. PROJ. OCCASIONAL PAPER NO. 9

DESCRIPTORS- *INSTRUCTIONAL TECHNOLOGY, *SCHOOL PUBLICATIONS, *SCHOOLS, *TEXTBOOK PUBLICATIONS, AMERICAN TEXTBOOK PUBLISHERS INSTITUTE, BOOKS, CALIFORNIA, DISTRICT OF COLUMBIA, LOS ANGELES, PUBLICATIONS, PUBLISHERS WEEKLY, READING MATERIALS,

IN THIS PAPER, M. FRANK REDDING OF THE AMERICAN TEXTBOOK PUBLISHERS INSTITUTE DISCUSSED THE STATE OF RAPID TRANSITION IN THE TEXTBOOK INDUSTRY. INCLUDED IN THE PAPER ARE STATISTICS SUPPLIED BY ROGER SMITH OF "PUBLISHERS' WEEKLY" CONCERNING TEXTBOOK SALES AND MERGERS OF BOOK PUBLISHING COMPANIES. THE NEED WAS STRESSED FOR A REAFFIRMATION OF THE PLACE OF THE BOOK IN TEACHING, AS WELL AS PROPOSALS FROM THE SCHOOLS TO PUBLISHERS WHICH WILL SHAPE PATTERNS OF FUTURE TEXTBOOKS. (JC)

ED 003 755 64
TEACHING MACHINES AND PROGRAMED LEARNING, A SURVEY OF THE INDUSTRY, 1962.
BY- FINN, JAMES D. AND OTHERS
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.
REPORT NUMBER NDEA-VIIB-069-B-10 PUB DATE 62
REPORT NUMBER OE-34019
EDRS PRICE MF-$0.18 HC-$3.92 98P. NATL. ED. ASSN.,
TECH. DEV. PROJ. OCCASIONAL PAPER NO. 10

DESCRIPTORS- *CATALOGS, *PROGRAMED INSTRUCTION, *TEACHING MACHINES, DISTRICT OF COLUMBIA, PROGRAMED MATERIALS, STATUS, SURVEYS, TEACHING METHODS,

THIS PAPER REPORTS THE DEVELOPMENT OF THE TEACHING MACHINES AND PROGRAMED INSTRUCTION INDUSTRY THROUGH 1961. THIS EFFORT IS AN OUTGROWTH OF TWO LARGER SURVEYS--ONE ON MATERIALS OF INSTRUCTION, THE OTHER ON HARDWARE OR DEVICES. A CATALOG AND A STATUS REPORT ARE GIVEN FOR AVAILABLE TEACHING MACHINES, PROGRAMS, AND MANUFACTURERS. (GD)

ED 003 756 64
U.S. GOVERNMENT FILMS FOR PUBLIC EDUCATIONAL USE—1960.
BY- REID, SEERLEY AND OTHERS
LIBRARY OF CONGRESS, WASHINGTON, D.C.
REPORT NUMBER NDEA-VIIB-077 PUB DATE 61
REPORT NUMBER OE-34006
REPORT NUMBER CIRC-655
EDRS PRICE MF-$0.81 HC-$20.56 514P.

DESCRIPTORS- *EDUCATIONAL PROGRAMS, *FILMS, *FILMSTRIPS, *INDEXES (LOCATORS), *INSTRUCTIONAL FILMS, DISTRICT OF COLUMBIA, INSTRUCTIONAL MATERIAL, PUBLIC EDUCATION,

THE OFFICE OF EDUCATION HAS ATTEMPTED TO PROVIDE AN ACCURATE AND COMPLETE LIST OF APPROXIMATELY 6,000 GOVERNMENT MOTION PICTURES AND FILMSTRIPS AVAILABLE FOR PUBLIC EDUCATIONAL USE. THIS 1960 EDITION OF U.S. GOVERNMENT FILMS FOR PUBLIC EDUCATIONAL USE IS ARRANGED IN THREE PARTS--(1) THE KEY USED TO INDICATED SOURCE OF AVAILABILITY OF THE FILMS, (2) AN ALPHABETICAL LISTING OF TITLES INCLUDING A FILM SUMMARY, AND (3) A SUBJECT INDEX. (LP)

ED 003 757 64
U.S. GOVERNMENT FILMS FOR PUBLIC EDUCATIONAL USE—1963.
BY- REID, SEERLEY AND OTHERS
LIBRARY OF CONGRESS, WASHINGTON, D.C.
REPORT NUMBER NDEA-VIIB-077-A
REPORT NUMBER OE-34006-63
REPORT NUMBER CIRC-742
EDRS PRICE MF-$0.81 HC-$21.84 546P.

DESCRIPTORS- *EDUCATIONAL PROGRAMS, *FILMS, *FILMSTRIPS, *INDEXES (LOCATORS), *INSTRUCTIONAL FILMS, DISTRICT OF COLUMBIA, INSTRUCTIONAL MATERIAL, PUBLIC EDUCATION,

THE U.S. OFFICE OF EDUCATION HAS PROVIDED A LIST OF APPROXIMATELY 6,000 GOVERNMENT MOTION PICTURES AND FILMSTRIPS AVAILABLE FOR PUBLIC EDUCATIONAL USE AS OF JULY 1, 1963. THIS EDITION OF "U.S. GOVERNMENT FILMS FOR PUBLIC EDUCATIONAL USE" IS ARRANGED IN THREE PARTS--(1) A KEY TO INDICATED SOURCE OF AVAILABILITY OF THE FILMS, (2) AN ALPHABETICAL LISTING OF TITLES INCLUDING A FILM SUMMARY, AND (3) A SUBJECT INDEX. (LP)

ED 003 758 64
AUDIOVISUAL EQUIPMENT AND MATERIALS IN U.S. PUBLIC SCHOOL DISTRICTS--SPRING 1961.
BY- GODFREY, ELEANOR P.
BUREAU OF SOCIAL SCIENCE RESEARCH, INC., WASH., D.C.
REPORT NUMBER NDEA-VIIB-081-1 PUB DATE 63
EDRS PRICE MF-$0.09 HC-$0.56 14P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *AUDIOVISUAL PROGRAMS, *INSTRUCTIONAL AIDS, *NATIONAL SURVEYS, *SCHOOL DISTRICTS, CLASSROOM MATERIALS, DISTRICT OF COLUMBIA, EDUCATIONAL EQUIPMENT, PUBLIC SCHOOLS, STATISTICAL DATA, SURVEYS, TABLES (DATA),

A NATIONAL SURVEY OF AUDIOVISUAL MEDIA IN U.S. PUBLIC SCHOOLS WAS CONDUCTED. THE REPORT PROVIDES NATIONAL ESTIMATES OF THE AMOUNT OF AUDIOVISUAL MATERIALS AND EQUIPMENT AVAILABLE AND NEEDED AS OF SPRING 1961. ALL ESTIMATES WERE BASED ON FIGURES SUPPLIED BY 2,927 OF THE 35,482 PUBLIC ELEMENTARY AND SECONDARY SCHOOL DISTRICTS (OCTOBER 1959 NATIONAL CENSUS). THESE DISTRICTS ENROLLED 58 PERCENT OF THE TOTAL U.S. PUBLIC SCHOOL POPULATION. ESTIMATES WHICH WERE REPORTED ARE LISTED--(1) TOTAL AVAILABLE NUMBERS AND CALCULATED ERRORS OF ESTIMATE FOR 20 TYPES OF MATERIAL AND EQUIPMENT, (2) TOTAL AVAILABLE NUMBERS AND ADDITIONAL NUMBERS BELIEVED NEEDED FOR 20 TYPES OF MATERIAL AND EQUIPMENT, (3) OWNERSHIP OF FILM, FILMSTRIP, AND SLIDE PROJECTORS BY SCHOOL DISTRICT SIZE, (4) OWNERSHIP OF RECORD PLAYERS, RADIO RECEIVERS, TELEVISION RECEIVERS, TAPE RECORDERS, LANGUAGE LABORATORIES, AND OVERHEAD AND OPAQUE PROJECTORS BY SCHOOL DISTRICT SIZE, (5) OWNERSHIP OF 16-MM. FILM AND FILMSTRIP PRINTS BY SCHOOL DISTRICT SIZE, AND (6) AVERAGE NUMBER OF ITEMS PER SCHOOL FOR 16-MM. PROJECTORS, COMBINATION SLIDE-FILMSTRIP PROJECTORS, TAPE RECORDERS, AND OVERHEAD AND OPAQUE PROJECTORS BY SCHOOL DISTRICT SIZE. ALMOST ALL OF THE SURVEYED SCHOOL DISTRICTS STATED THAT THEIR SCHOOLS HAD ONE OR MORE OF FOUR BASIC EQUIPMENT ITEMS--16-MM. SOUND PROJECTOR, RECORD PLAYER, SLIDE-FILMSTRIP PROJECTOR, AND TAPE RECORDER. FILMSTRIPS WERE THE MOST NUMEROUS SCHOOL-OWNED MATERIAL. (JH)

ED 003 759 64

AUDIOVISUAL PROGRAMS IN THE PUBLIC SCHOOLS, SPRING 1962--RESULTS OF A NATIONWIDE SAMPLE STUDY.
BY- GODFREY, ELEANOR P. AND OTHERS
BUREAU OF SOCIAL SCIENCE RESEARCH, INC.,WASH.,D.C.
REPORT NUMBER NDEA-VIIB-081-2
CONTRACT OEC-SAE-9026
EDRS PRICE MF-$0.36 HC-$8.46 216P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *AUDIOVISUAL PROGRAMS, *INSTRUCTIONAL AIDS, *SCHOOL DISTRICTS, *TEACHER ATTITUDES, ADMINISTRATOR ATTITUDES, AUDIOVISUAL INSTRUCTION, DISTRICT OF COLUMBIA, NATIONAL SURVEYS, PROGRAM EVALUATION, PUBLIC SCHOOLS, STATISTICAL DATA, SURVEYS, TABLES (DATA),

THIS STUDY-SURVEY TO DETERMINE HOW AVAILABLE AUDIOVISUAL (AV) RESOURCES ARE USED IN U.S. PUBLIC SCHOOLS FOLLOWED AN EARLIER SURVEY WHICH INVENTORIED THE ACTUAL AMOUNTS OF PUBLIC SCHOOL, AV MATERIALS AND EQUIPMENT (SEE ED 003 758). IN THE CURRENT STUDY SOME 11,000 EDUCATIONAL PERSONNEL IN 247 SCHOOL DISTRICTS PARTICIPATED BY MEANS OF QUESTIONNAIRE RESPONSES. QUESTIONNAIRES WERE DESIGNED TO ELICIT ANSWERS WHICH COULD BE USED IN STATISTICAL TABULATIONS, DESCRIBING THE UP-TO-DATE PARAMETERS OF AV INSTRUCTION (FACILITIES, USE, AND OPINIONS). OF THE SCHOOL DISTRICTS SURVEYED, ESSENTIALLY ALL OF THEM HAD AT LEAST ONE 16-MM. PROJECTOR, SLIDE-FILMSTRIP PROJECTOR, AND RECORD PLAYER FOR EACH OF THEIR SCHOOLS. MOST OF THE SCHOOLS HAD TAPE RECORDERS, AND THE MAJORITY OF THE SECONDARY SCHOOLS HAD ONE OR MORE OPAQUE PROJECTORS, TELEVISION SETS, AND OVERHEAD PROJECTORS. COLLECTIONS OF AV MATERIALS WERE HIGHLY VARIABLE BOTH AS TO TYPE AND AMOUNT OF MATERIAL. AV COORDINATORS WERE EMPLOYED IN 90 PERCENT OF THE SCHOOLS, AND MOST OF THESE FUNCTIONED CHIEFLY AS SUPPLY OFFICERS ON A PART-TIME BASIS WITH LITTLE TIME TO ADVISE TEACHERS PERSONALLY. TEACHERS WHO WERE QUESTIONED MORE OFTEN USED AV MATERIALS AS SUPPLEMENTAL TEACHING AIDS THAN AS AN INTEGRAL PART OF THE TEACHING PROCESS. ELEMENTARY TEACHERS WERE FOUND TO USE AV MATERIALS MORE FREQUENTLY THAN SECONDARY TEACHERS. ONLY SCIENCE, FOREIGN LANGUAGE, AND MUSIC TEACHERS WERE FREQUENT USERS IN THE HIGH SCHOOLS. ADMINISTRATORS WERE MORE INCLINED THAN TEACHERS TO EXPAND AV PROGRAMS IN THEIR SCHOOLS. (JH)

ED 003 760 64

FACTORS ASSOCIATED WITH USE OF AUDIOVISUAL MEDIA BY TEACHERS IN ELEMENTARY AND SECONDARY SCHOOLS.
BY- WAYNE, IVOR KINGSBURY, NANCY
BUREAU OF SOCIAL SCIENCE RESEARCH, INC.,WASH.,D.C.
REPORT NUMBER NDEA-VIIB-081-A-1 PUB DATE DEC 64
REPORT NUMBER BSSR-363
CONTRACT OEC-SAE-9026
EDRS PRICE MF-$0.18 HC-$4.40 110P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *INSTRUCTIONAL AIDS, *SCHOOL DISTRICTS, *SURVEYS, *TEACHER RESPONSE, AUDIOVISUAL INSTRUCTION, AUDIOVISUAL PROGRAMS, DISTRICT OF COLUMBIA, NATIONAL SURVEYS, PUBLIC SCHOOLS, QUESTIONNAIRES, STATISTICAL DATA, TABLES (DATA), TEACHER ATTITUDES,

RESPONSES WERE GATHERED FROM OVER 8,000 TEACHERS ON A QUESTIONNAIRE TO DETERMINE THOSE FACTORS WHICH INFLUENCED THE EMPLOYMENT OF AUDIOVISUAL TECHNIQUES IN ELEMENTARY AND SECONDARY SCHOOLS. PRIMARY VARIABLES USED TO OBTAIN NUMEROUS STATISTICAL DATA TABULATED IN THIS REPORT WERE--(1) ECOLOGICAL AND DEMOGRAPHIC CHARACTERISTICS OF SCHOOL DISTRICTS, (2) VARIABLES LINKED TO INDIVIDUAL SCHOOL SITUATIONS, AND (3) TEACHER JUDGMENTS OF THE ROLE OF AUDIOVISUAL TECHNIQUES IN THE INSTRUCTIONAL PROCESS. ALL ANALYSES REPORTED CONTAINED THREE COMPONENTS--(1) A MEASURE OF A VARIABLE PRESUMABLY RELATED TO AUDIOVISUAL USE, (2) A MEASURE OF AUDIOVISUAL USE ITSELF, AND (3) A MEASURE OF THE STRENGTH OF THE RELATIONSHIP BETWEEN MEASURES (1) AND (2). (JH)

ED 003 761 64

AUDIOVISUAL MEDIA IN THE PUBLIC SCHOOLS, 1961-64--A PROFILE OF CHANGE.
BY- GODFREY, ELEANOR P. AND OTHERS
BUREAU OF SOCIAL SCIENCE RESEARCH, INC.,WASH.,D.C.
REPORT NUMBER NDEA-VIIB-081-A-2 PUB DATE DEC 65
EDRS PRICE MF-$0.27 HC-$6.12 153P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *AUDIOVISUAL PROGRAMS, *EDUCATIONAL CHANGE, *FOLLOWUP STUDIES, *SCHOOL DISTRICTS, DISTRICT OF COLUMBIA, INSTRUCTIONAL AIDS, LONGITUDINAL STUDIES, NATIONAL SURVEYS, PROGRAM EVALUATION, PUBLIC SCHOOLS, STATISTICAL DATA, SUPERINTENDENTS, SURVEYS, TABLES (DATA),

A FOLLOWUP SURVEY WAS MADE OF 238 SCHOOL DISTRICTS OF VARIOUS SIZES ACROSS THE UNITED STATES TO SURVEY CHANGES IN THE USE OF AUDIOVISUAL RESOURCES OVER AN INTERVENING 3-YEAR PERIOD. THE SURVEY EXAMINED NOT ONLY THE EXTENT AND DURATION OF CHANGE, BUT ALSO THE IMPACT OF VARIOUS SCHOOL DISTRICT CHARACTERISTICS ON CHANGE. FROM QUESTIONNAIRES ADDRESSED TO THE SUPERINTENDENT OF EACH DISTRICT, INFORMATION WAS GATHERED CONCERNING (1) THE ORGANIZATION AND ADMINISTRATION OF THE DISTRICT'S AUDIOVISUAL PROGRAM, (2) THE AMOUNT OF EQUIPMENT ON HAND FOR EACH OF THE MAJOR AUDIOVISUAL MEDIA, (3) THE NUMBER OF ADDITIONAL AUDIOVISUAL ITEMS NEEDED TO SERVE THE DISTRICT'S CURRENT TEACHING PROGRAM AND ENROLLMENT, (4) THE FUTURE USE PLANNED FOR EACH MEDIA, AND (5) THE OVERALL CHARACTERISTICS OF THE DISTRICT AND ITS USE OF AUDIOVISUAL METHODS. (JH)

ED 003 762 64

THE PREPLANNING TITLE VII CONFERENCE.
BY- KIEFFER, ROBERT DE
COLORADO UNIV., BOULDER
REPORT NUMBER NDEA-VIIB-083 PUB DATE 20 NOV 59
EDRS PRICE MF-$0.09 HC-$1.32 33P.

DESCRIPTORS- *EDUCATIONAL TELEVISION, *INSTRUCTIONAL FILMS, *MEDIA RESEARCH, *PROGRAM PLANNING, *RADIO, *REGIONAL PROGRAMS, BOULDER, COLORADO, CONFERENCES, FILMS, TELEVISION,

THIS REPORT IS A TRANSCRIPT OF PROCEEDINGS OF A PLANNING CONFERENCE HELD AT BOULDER, COLORADO, IN SEPTEMBER 1958 FOR THE PURPOSE OF DESIGNING A LARGER CONFERENCE IN APRIL 1960. SPECIFICALLY THIS WOULD DEAL WITH MORE EFFECTIVE UTILIZATION OF TELEVISION, RADIO, MOTION PICTURES, AND RELATED MEDIA FOR EDUCATIONAL PURPOSES IN THE MOUNTAIN PLAINS STATES OF ARIZONA, COLORADO, IDAHO, KANSAS, MONTANA, NEBRASKA, NEW MEXICO, NORTH DAKOTA, OKLAHOMA, SOUTH DAKOTA, TEXAS, UTAH, AND WYOMING. (LF)

ED 003 763 64
THE TITLE VII RESEARCH SEMINAR, APRIL 11-13, 1960, UNIVERSITY OF COLORADO.
BY- KIEFFER, ROBERT DE GOOD, LEROY V.
COLORADO UNIV., BOULDER
REPORT NUMBER NDEA-VIIB-083-A PUB DATE 60
EDRS PRICE MF-$0.27 HC-$6.28 157P.

DESCRIPTORS- *EDUCATIONAL LEGISLATION, *EDUCATIONAL RESEARCH, *MASS MEDIA, *MEDIA RESEARCH, *SEMINARS, BOULDER, COLORADO, FEDERAL LEGISLATION, FILMS, INFORMATION DISSEMINATION, INFORMATION UTILIZATION, PROGRAM PLANNING, RADIO, REGIONAL PROGRAMS, TEACHER SEMINARS, TELEVISION,

IN NOVEMBER 1959, REPRESENTATIVES OF 12 STATES IN THE ROCKY MOUNTAIN PLAINS REGION ASSEMBLED IN BOULDER, COLORADO, TO PARTICIPATED IN A 3-DAY RESEARCH SEMINAR ON TITLE VII OF THE NATIONAL DEFENSE EDUCATION ACT. (TITLE VII COVERS RESEARCH AND EXPERIMENTAL ACTIVITIES FOR MORE EFFECTIVE UTILIZATION OF TELEVISION, RADIO, MOTION PICTURES, AND RELATED MEDIA FOR EDUCATIONAL PURPOSES.) DISCUSSIONS WERE CENTERED AROUND THREE MAJOR TOPICS--(1) CONDUCTING RESEARCH IN THE MASS MEDIA, (2) DISSEMINATING RESEARCH FINDINGS, AND (3) UTILIZING EFFECTIVE PRACTICES PROVEN BY RESEARCH. RESEARCH WAS CONSIDERED AT ALL EDUCATIONAL LEVELS FROM KINDERGARTEN THROUGH ADULT EDUCATION. THIS REPORT INCLUDES THE TEXTS OF THE PROFESSIONAL DELIBERATIONS DURING THE SEMINAR AND THE INDIVIDUAL PLANS OF ACTION FORMULATED BY THE VARIOUS STATE GROUPS. (JH)

ED 003 764 64
THE PREPARATION OF A ROADSHOW VERSION OF "THE TECHNOLOGICAL REVOLUTION IN EDUCATION."
BY- FINN, JAMES D.
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.
REPORT NUMBER NDEA-VIIB-069-A PUB DATE 6
CONTRACT EC-SAE-9073
EDRS PRICE MF-$0.09 HC-$0.80 20P.

DESCRIPTORS- *EQUIPMENT UTILIZATION, *FILMS, *FILMSTRIPS, *INFORMATION DISSEMINATION, *INSTRUCTIONAL TECHNOLOGY, AUDIOVISUAL AIDS, DISTRICT OF COLUMBIA, INSTRUCTIONAL MATERIALS, REPETITIVE FILM SHOWINGS, REVOLUTION IN INSTRUCTION, SOUND FILMS,

THE PROBLEM OF THIS STUDY WAS TO PREPARE A PLAN WHICH WOULD PERMIT AN ECONOMICAL AND RELIABLE SHOWING OF THE CONTENT OF A MULTIMEDIA PRESENTATION ENTITLED "THE REVOLUTION IN INSTRUCTION." IT WOULD BE DIFFICULT, IF NOT IMPOSSIBLE, TO PACKAGE THE PRESENTATION IN THE FORM AS IT CURRENTLY EXISTS. THE REPORT PROVIDES A RATIONALE FOR THE SELECTION OF MEDIA, PACKAGING, MAINTENANCE, AND SOME OF THE ADMINISTRATIVE PROBLEMS INVOLVED IN ACHIEVING THE OBJECTIVE. THE RECOMMENDATION MADE WAS THAT THE U.S. OFFICE OF EDUCATION PRODUCE A SOUND FILMSTRIP WHICH COULD BE EASILY SHIPPED, WITH OR WITHOUT EQUIPMENT, AND USED ANYWHERE ELECTRICITY IS AVAILABLE. (JC)

ED 003 765 64
FINDINGS AND DISCUSSION ON STATE LAWS DEALING WITH THE USE OF AUDIOVISUAL INSTRUCTIONAL AIDS IN THE PUBLIC ELEMENTARY AND SECONDARY SCHOOLS, VOLUME II MONTANA - WYOMING.
BY- CONNELLY, JOHN W., JR.
CONNELLY, JOHN W., JR., WASHINGTON, D.C.
REPORT NUMBER NDEA-VIIB-106-A-1 PUB DATE 31 JUL 62
CONTRACT OEC-2-16-003
EDRS PRICE MF-$1.26 HC-$33.92 848P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *STATE LAWS, DISTRICT OF COLUMBIA, INDEXES (LOCATORS), PUBLIC SCHOOLS,

THIS IS VOLUME II IN A COMPILATION OF STATE LAWS ON THE USE OF AUDIOVISUAL INSTRUCTIONAL AIDS IN THE PUBLIC SCHOOLS. VOLUME I IS ED 003 767. (JK)

ED 003 766 64
STATE LAWS ON AUDIOVISUAL MEDIA OF INSTRUCTION IN PUBLIC SCHOOLS AND ON ESTABLISHMENT OF EDUCATIONAL TELEVISION STATIONS.
BY- CONNELLY, JOHN W., JR.
CONNELLY, JOHN W., JR., WASHINGTON, D.C.
REPORT NUMBER NDEA-VIIB-106-A-2 PUB DATE 31 JUL 62
CONTRACT OEC-2-16-003
EDRS PRICE MF-$0.63 HC-$19.08 477P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *AUDIOVISUAL INSTRUCTION, *EDUCATIONAL TELEVISION, *STATE LAWS, DISTRICT OF COLUMBIA, INDEXES (LOCATORS), PUBLIC SCHOOLS,

STATE LAWS AFFECTING THE SELECTION, PURCHASE, AND DISTRIBUTION OF AUDIOVISUAL AIDS AND SERVICES FOR EDUCATIONAL PURPOSES WERE REPORTED. BIBLIOGRAPHIC SEARCHES OF LEGAL AUTHORITIES FROM THE 50 STATES WERE CONDUCTED. REFERENCES TO LAWS, REGULATIONS, AND OTHER LEGAL AUTHORITIES WERE ANALYZED AND CLASSIFIED ACCORDING TO (1) STATE, (2) TYPE OF AUDIOVISUAL MATERIALS, AND (3) SUBJECT CATEGORIES. SOURCES OF INFORMATION INCLUDED STATUTES, SESSION LAWS, SCHOOL CODES, REGULATIONS WITH THE FORCE OF LAW, AND COURT DECISIONS IN THE 50 STATES. STANDARDIZED FORMS WERE DEVELOPED TO SHOW THE AREAS OF STUDY IN WHICH NO AUTHORITY EXISTED AND THE KINDS OF ORGANIZATIONAL STRUCTURES. THESE FORMS WERE DESIGNATED AS PART ONE, EDUCATIONAL ORGANIZATION, PART TWO, GENERAL POWERS AND DUTIES OF ORGANIZATIONS AND OFFICIALS, PART THREE, LEGAL AUTHORITY RELATING SPECIFICALLY TO AUDIOVISUAL MEDIA AND THEIR USE, AND PART FOUR, FUNCTIONAL AND INSTITUTIONAL CATEGORIES OF LEGAL AUTHORITY RELATING TO AUDIOVISUAL MEDIA AND THEIR USE. SUMMARIES WERE ALSO PRESENTED OF (1) STATE LEGISLATION DEALING SPECIFICALLY WITH AUDIOVISUAL AIDS, (2) STATE LEGAL AUTHORITY TO ESTABLISH AND OPERATE EDUCATIONAL TELEVISION STATIONS, AND (3) LAWS AND REGULATIONS FOR USE OF AUDIOVISUAL INSTRUCTIONAL MEDIA IN ELEMENTARY AND SECONDARY PUBLIC SCHOOLS. SUPPLEMENTARY VOLUMES IN THIS SERIES BEAR ACCESSION NUMBERS ED 003 765 AND ED 003 767. (RS)

ED 003 767 64
FINDINGS AND DISCUSSIONS ON STATE LAWS DEALING WITH THE USE OF AUDIOVISUAL INSTRUCTIONAL AIDS IN THE PUBLIC ELEMENTARY AND SECONDARY SCHOOLS, VOLUME I--ALABAMA - MISSOURI.
BY- CONNELLY, JOHN W., JR.
CONNELLY, JOHN W., JR., WASHINGTON, D.C.

REPORT NUMBER NDEA-VIIB-106-A-3 PUB DATE 31 JUL 62
CONTRACT OEC-2-16-003
EDRS PRICE MF-$1.17 HC-$32.48 812P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *EDUCATIONAL LEGISLATION, *SCHOOL LAW, *STATE LAWS, DISTRICT OF COLUMBIA, INDEXES (LOCATORS), PUBLIC SCHOOLS,

THIS IS VOLUME I IN A COMPILATION OF STATE LAWS ON THE USE OF AUDIOVISUAL INSTRUCTIONAL AIDS IN THE PUBLIC SCHOOLS. (LP)

ED 003 768 64

APPLICATION OF NEWER COMMUNICATION MEDIA IN CORRESPONDENCE STUDY.
BY- MCDONALD, L.E.
TEXAS UNIV., AUSTIN
REPORT NUMBER NDEA-VIIB-109 PUB DATE 62
EDRS PRICE MF-$0.18 HC-$3.72 93P.

DESCRIPTORS- *CONFERENCES, *CORRESPONDENCE COURSES, AUDIOVISUAL INSTRUCTION, AUSTIN, PROGRAMED INSTRUCTION, TEXAS,

THIS PROJECT REPORTED THE PROCEEDINGS OF A CONFERENCE HELD (1) TO DEVELOP A GUIDE FOR THE USE OF AVAILABLE AUDIOVISUAL MEDIA IN CORRESPONDENCE STUDY AND (2) TO SET GUIDELINES AND SPECIFIC PROJECTS FOR FUTURE STUDY AND RESEARCH IN THE USE OF THE NEWER COMMUNICATION MEDIA IN CORRESPONDENCE STUDY. (GD)

ED 003 769 64

A PLAN FOR EDUCATIONAL TELEVISION IN HAWAII.
BY- DAY, JAMES AND OTHERS
STATION KQED, SAN FRANCISCO, CALIF
REPORT NUMBER NDEA-VIIB-138 PUB DATE 61
EDRS PRICE MF-$0.18 HC-$3.20 80P.

DESCRIPTORS- *EDUCATIONAL TELEVISION, *PUBLIC SCHOOLS, *STATE PROGRAMS, CALIFORNIA, HAWAII, SAN FRANCISCO, TELEVISED INSTRUCTION,

BASED UPON AN EARLIER RECOMMENDATION FROM THE SUPERINTENDENT OF EDUCATION FOR THE STATE OF HAWAII, A FEASIBILITY STUDY OF A STATEWIDE SYSTEM OF EDUCATIONAL TELEVISION WAS CONDUCTED. EACH OF THE THREE MEMBERS OF THE SURVEY TEAM SPENT 21 DAYS IN HAWAII DURING THE PERIOD FROM APRIL 20 TO MAY 28, 1961. CONTENT OF THE REPORT WAS DRAWN FROM THE PERSONAL EXPERIENCES OF THE SURVEY TEAM WITH EDUCATIONAL TELEVISION ON THE MAINLAND, RESEARCH STUDIES AND DOCUMENTS CITED IN THE TEXT, AS WELL AS FROM NUMEROUS PERSONS IN HAWAII WHO PROVIDED ASSISTANCE AND COUNSEL IN GATHERING THE DATA. SPECIFIC RECOMMENDATIONS INCLUDE--(1) THE CREATION OF AN EDUCATIONAL TELEVISION COUNCIL, (2) AFFILIATION OF THE STATE EDUCATIONAL TELEVISION SYSTEM WITH NATIONAL EDUCATIONAL TELEVISION NETWORK, (3) APPOINTMENT OF A COORDINATOR OF INSTRUCTIONAL TELEVISION, (4) APPOINTMENT OF A FACULTY COMMITTEE ON TELEVISION, (5) THE EQUIPPING OF ALL PUBLIC SCHOOLS WITH TELEVISION SETS, AND (6) EXPERIMENTATION WITH THE USE OF ADVANCED TEACHING AIDS. SEVERAL INTERIM ACTIVITIES ARE SUGGESTED TO PROVIDE TELEVISION PROGRAMING EXPERIENCE. (JC)

ED 003 770 64

THE ROLE AND FUNCTION OF RADIO, TELEVISION, FILM AND THE OTHER NEW MEDIA IN THE PERMANENT PROGRAM OF THE NATIONAL CULTURAL CENTER.
BY- HULL, RICHARD B. AND OTHERS
NATIONAL CULTURAL CENTER, WASHINGTON, D.C.
REPORT NUMBER NDEA-VIIB-152
OHIO STATE UNIV., COLUMBUS
CONTRACT OEC-2-16-012
EDRS PRICE MF-$0.18 HC-$2.68 67P.

DESCRIPTORS- *CULTURAL CENTERS, *FILMS, *MASS MEDIA, *RADIO, *TELEVISION, ART ACTIVITIES, AUDIOVISUAL COMMUNICATION, BROADCAST RECEPTION EQUIPMENT, COLUMBUS, CULTURAL ACTIVITIES, CULTURAL ENRICHMENT, CULTURE, DESIGN, DISTRICT OF COLUMBIA, EQUIPMENT, EQUIPMENT STANDARDS, KINESCOPE RECORDINGS, NATIONAL PROGRAMS, OHIO, STUDIO FLOOR PLANS,

IN 1958, CONGRESS AUTHORIZED A PERMANENT NATIONAL CENTER FOR THE PERFORMING ARTS. THE PURPOSE OF THIS REPORT IS TO ASSIST THE BOARD OF TRUSTEES OF THE CENTER IN DETERMINING POLICY WITH RESPECT TO EMPLOYMENT OF THE NEW MEDIA. A PARTICULAR GUIDELINE GIVEN THE STUDY WAS THAT THE PHYSICAL AND MECHANICAL ARRANGEMENTS NEEDED TO SERVICE THE MEDIA MUST NOT INTERFERE WITH THE ARTISTIC EXCELLENCE OF CENTER PROGRAMING. THUS, THE STUDY PROJECT EXAMINED RESEARCH AND DEVELOPMENT PLANS OF THE MAJOR COMMUNICATION EQUIPMENT COMPANIES TO DETERMINE WAYS AND MEANS OF MINIMIZING THE INTRUSION OF THE MEDIA ON THE CENTER'S PROGRAMING REQUIREMENTS. A CLOSE COLLABORATION WAS MAINTAINED DURING THE STUDY BETWEEN THE ARCHITECTS OF THE CENTER AND STUDY STAFF MEMBERS. THE REPORT PRESENTS POLICY RECOMMENDATIONS, POTENTIALS OF THE NEW MEDIA, PROGRAM RESOURCES, ARCHITECTURAL DESIGN FACTORS, AND EQUIPMENT AND STAFF CONSIDERATIONS. (JC)

ED 003 771 64

DIRECTORY OF COLLEGE COURSES IN RADIO AND TELEVISION SCHOOL YEAR 1961-1962.
BY- HAMILL, PATRICIA B. BRODERICK, GERTRUDE G.
AMERICAN UNIV., WASHINGTON, D.C.
REPORT NUMBER NDEA-VIIB-154 PUB DATE 61
REPORT NUMBER OE-34014
REPORT NUMBER CIRC-669
EDRS PRICE MF-$0.18 HC-$2.88 72P.

DESCRIPTORS- *INDEXES (LOCATORS), *RADIO, *TELEVISION, COLLEGE PROGRAMS, DISTRICT OF COLUMBIA,

A DIRECTORY OF COLLEGE COURSES IN RADIO AND TELEVISION FOR THE SCHOOL YEAR 1961-62 HAS BEEN PREPARED, WHICH IS THE 12TH REVISION WHICH THE U.S. OFFICE OF EDUCATION HAS COMPILED AND ISSUED PERIODICALLY SINCE 1942. INFORMATION FOR THE PUBLICATION WAS OBTAINED FROM QUESTIONNAIRES MAILED IN 1960 TO THE REGISTRARS OF NEARLY 1,900 INSTITUTIONS LISTED IN THE OFFICE OF EDUCATION'S "DIRECTORY, PART 3--HIGHER EDUCATION." THE DIRECTORY IS PRIMARILY INTENDED TO SERVE PERSONS INTERESTED IN NONTECHNICAL ASPECTS OF BROADCASTING, YET A FEW INSTITUTIONS REPORTING BROADCAST ENGINEERING PROGRAMS ARE INCLUDED. INSTITUTIONS ARE LISTED ALPHABETICALLY BY STATE AND BY NAME. THE INFORMATION IS ARRANGED AS FOLLOWS--NAME OF INSTITUTION, LOCATION, DEGREE DESIGNATED, AND, WHEN POSSIBLE, THE NAME OF THE PERSON IN CHARGE OF RADIO-TELEVISION

INSTRUCTION. A TOTAL OF 47 STATES, INCLUDING ALASKA AND THE DISTRICT OF COLUMBIA, ARE REPRESENTED. (JC)

ED 003 772 64

THE NEEDS OF EDUCATION FOR TELEVISION CHANNEL ALLOCATIONS.
BY- BRONSON, VERNON AND OTHERS
NATIONAL ASSN. OF EDUCATIONAL BROADCASTERS
REPORT NUMBER NDEA-VIIB-160-1 PUB DATE 62
EDRS PRICE MF-$0.45 HC-$11.20 280P.

DESCRIPTORS- *BROADCAST TELEVISION, *EDUCATIONAL TELEVISION, *SCHOOL SYSTEMS, *SURVEYS, *TELEVISED INSTRUCTION, DISTRICT OF COLUMBIA, EDUCATION, EDUCATIONAL NEEDS, MULTICHANNEL PROGRAMING, PROGRAMING, TELECOURSES, TELEVISION,

THIS REPORT IS BASED ON A STUDY DESIGNED SPECIFICALLY TO BRING INTO FOCUS THE NATIONAL PICTURE OF TELEVISION FACILITIES FOR EDUCATION THAT WILL BE NEEDED DURING THE NEXT DECADE. THE SURVEY INCLUDED ALL THE LARGE SCHOOL SYSTEMS IN THE COUNTRY WITH ENROLLMENTS OF 12,000 OR MORE, A NUMBER OF THE SMALLER SYSTEMS, AND ALL THE STATE DEPARTMENTS OF EDUCATION. THE FIRST PART OF THE SURVEY DETERMINED THE EXISTING NEEDS IN EDUCATION THAT COULD BE SATISFIED OR HELPED BY THE USE OF BROADCAST TELEVISION. THIS PORTION OF THE SURVEY WAS ALSO CONCERNED WITH THE NUMBER AND DISTRIBUTION OF CHANNELS WHICH WOULD BE REQUIRED TO MEET THESE NEEDS. THE SECOND PART OF THE SURVEY FOCUSED ON (1) ADEQUACY OF PRESENTLY RESERVED CHANNELS FOR HANDLING ESTABLISHED NEEDS, (2) CHANNELS AVAILABLE UNDER PRESENT RULES THAT COULD BE ADDED TO THE RESERVED LIST FOR A PRIMARY, NATIONWIDE SERVICE, AND (3) ADDITIONAL CHANNELS AVAILABLE TO PROVIDE MULTICHANNEL SERVICE. IN THE SURVEY BASIC AND MINIMUM NEEDS OF EDUCATION HAVE BEEN ESTABLISHED, AND A SCHEDULE OF TELEVISION CHANNEL ASSIGNMENTS PRODUCED TO PROVIDE FOR APPROXIMATELY 75 PERCENT OF THE NEEDS IN THE NEXT 10 TO 15 YEARS. (JC)

ED 003 773 64

THE NEEDS OF EDUCATION FOR UTILIZATION OF SPACE TRANSMISSION TECHNIQUES.
BY- BRONSON, VERNON AND OTHERS
NATIONAL ASSN. OF EDUCATIONAL BROADCASTERS
REPORT NUMBER NDEA-VIIB-160-2 PUB DATE MAY 62
CONTRACT OEC-SAE-9273
EDRS PRICE MF-$0.09 HC-$2.04 51P.

DESCRIPTORS- *COMMUNICATION SATELLITES, *CONFERENCES, *TELEVISION, DISTRICT OF COLUMBIA,

STUDIES AND CONFERENCES WERE HELD ON NEEDS OF EDUCATION FOR THE UTILIZATION OF SATELLITE TV TRANSMISSION TECHNIQUES, TO DETERMINE THE ROLE WHICH EDUCATION MIGHT PLAY IN DEVELOPMENT AND TO PREDICT FUTURE NEEDS. RESULTS OF THESE STUDIES AND CONFERENCES HAVE BEEN REPORTED FOR AN ORGANIZED LOOK AT THE DEVELOPMENT OF SPACE COMMUNICATION, ITS APPLICATION TO EDUCATION, AND ITS POTENTIAL FOR EXPANDED EDUCATIONAL USE THROUGHOUT THE WORLD. (LP)

ED 003 774

CAMPUS SCHOOL TO A RESEARCH AND DISSEMINATION CENTER.
BY- BIXBY, PAUL W. AND OTHERS
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
REPORT NUMBER NDEA-VIIB-374 PUB DATE 63
EDRS PRICE MF-$0.36 HC-$10.52 263P.

DESCRIPTORS- *EDUCATIONAL RESEARCH, *LABORATORY SCHOOLS, *SCHOOLS, *TEACHER EDUCATION, BUILDING DESIGN, INSTRUCTIONAL INNOVATION, PENNSYLVANIA, UNIVERSITY PARK,

A SERIES OF REPORTS WAS PRESENTED ON COLLEGE-CONTROLLED AND COLLEGE-RELATED ELEMENTARY AND SECONDARY SCHOOLS, FOCUSING ON THEIR ROLE AND THE BETTER UTILIZATION OF THIS ROLE IN EDUCATIONAL RESEARCH, TEACHER EDUCATION, AND INFORMATION DISSEMINATION. THE REPORTS TRACE THE HISTORICAL BACKGROUND AND PRESENT IN DETAIL THE CURRENT STATUS AND FUTURE POTENTIAL OF SUCH SCHOOLS IN AMERICA. CONTEMPORARY AND CURRENT FUNCTIONS OF THE SCHOOLS WERE DISCUSSED, INCLUDING (1) EDUCATION OF PUPIL POPULATIONS, (2) PRESERVICE AND INSERVICE EDUCATION OF TEACHERS, AND (3) INNOVATION, RESEARCH, EXPERIMENTATION, AND DEMONSTRATION. EMPHASIS WAS PLACED ON THE FUTURE ROLE OF THE SCHOOLS IN SUCH AREAS AS INSTRUCTIONAL MEDIA AND MEDIA RESEARCH. ARCHITECTURAL AND EDUCATIONAL RESEARCH CONCEPTS WERE DEVELOPED FOR USE IN SCHOOL PLANNING EFFORTS. (JH)

ED 003 775 64

CONFERENCE ON DISSEMINATION OF INFORMATION ON NEWER EDUCATIONAL MEDIA, REPORT OF NATIONAL SCHOOL PUBLIC RELATIONS ASSOCIATION, WASHINGTON, D.C., DECEMBER 19-21, 1960.
BY- WILSON, ROY K.
NATIONAL EDUCATION ASSN., WASHINGTON, D.C.
REPORT NUMBER NDEA-VIIB-161 PUB DATE 60
EDRS PRICE MF-$0.09 HC-$0.60 15P.

DESCRIPTORS- *CONFERENCES, *INFORMATION DISSEMINATION, *PUBLIC RELATIONS, DISTRICT OF COLUMBIA, INSTRUCTIONAL INNOVATION, INSTRUCTIONAL TECHNOLOGY, MASS MEDIA, WASHINGTON,

A CONFERENCE OF SCHOOL PUBLIC RELATIONS ADMINISTRATORS WAS HELD TO FORMULATE PROPOSALS AND SUGGESTIONS FOR A LONG-RANGE INFORMATION PROGRAM FOR THE ENCOURAGEMENT AND MORE EFFECTIVE USE OF THE NEWER EDUCATIONAL MEDIA. CONCLUSIONS DERIVED FROM THE TOPICS DISCUSSED WERE THAT SPECIFIC PROJECTS INVOLVING THE NEWER MEDIA SHOULD BE DEVELOPED THROUGH OTHER EXISTING GROUPS, BUT THAT THERE IS A MAJOR NEED FOR A RATHER LARGE SINGLE PROJECT WHICH WOULD (1) IDENTIFY NEWS AND MATERIALS WHICH WOULD APPEAL TO AND AFFECT THE THINKING OF EDUCATORS AND OF THE PUBLIC AT LARGE, (2) REPORT ON SUCH MATERIALS IN A FORM WHICH WOULD HAVE IMPACT UPON THESE AUDIENCES, AND (3) EFFECTIVELY DISTRIBUTE THE RESULTING MATERIALS. (JC)

ED 003 776 64

PREPARATION OF A COMPLETE AND EXHAUSTIVE FILE OF RESEARCH ABSTRACTS IN THE EDUCATIONAL MEDIA FIELD.
BY- RUTZLER, MELANIE G. BARHYDT, GORDON C.
WESTERN RESERVE UNIV., CLEVELAND
REPORT NUMBER NDEA-VIIB-170-A PUB DATE 63
EDRS PRICE MF-$0.09 HC-$1.12 28P.

DESCRIPTORS- *DATA COLLECTION, *INFORMATION SYSTEMS, *INFORMATION UTILIZATION, *MASS MEDIA, *MEDIA RESEARCH, ABSTRACTING, CLEVELAND, COMPUTER ORIENTED PROGRAMS, INFORMATION RETRIEVAL, OHIO, THE COMPILATION OF A FILE OF MEDIA RESEARCH LITERATURE, COVERING THE PERIOD FROM 1920 TO 1965, FOR USE WITH A COMPUTERIZED INFORMATION RETRIEVAL SYSTEM WAS DESCRIBED. PERIODICAL, NONPERIODICAL, PUBLISHED, AND UNPUBLISHED LITERATURE IN A NUMBER OF FIELDS WAS SCANNED. THE PROCEDURE WAS ONE OF FOLLOWING LEADS INDICATED BY REFERENCES ACCOMPANYING CURRENT REPORTS INTO AN EXPANDING CIRCLE OF RELATED STUDIES. AT THE SAME TIME, PRODUCTIVE SOURCES WERE INVESTIGATED SYSTEMATICALLY FOR THE PURPOSE OF IDENTIFYING THOSE DOCUMENTS TO WHICH REFERENCE HAD NOT BEEN MADE. THIS REPORT SHOWS TABULATIONS OF ALL DOCUMENTS ABSTRACTED FOR THE SYSTEM WITH RESPECT TO SOURCE AND DATE OF ISSUE, BUT DOES NOT PROVIDE A DOCUMENT LISTING OR ANY ABSTRACTS. (FOR ADDITIONAL INFORMATION, REFER TO ACCESSION NUMBERS ED 003 777 AND ED 010 239.) (JH)

ED 003 777 64

AN OPERATING TEST OF A PILOT EDUCATIONAL MEDIA RESEARCH INFORMATION CENTER.
BY- GOLDWYN, A.J. AND OTHERS
WESTERN RESERVE UNIV., CLEVELAND
REPORT NUMBER NDEA-VIIB-170-B-1 PUB DATE 30 SEP 65
EDRS PRICE MF-$0.18 HC-$2.36 59P.

DESCRIPTORS- *CLEARINGHOUSES, *EDUCATIONAL RESEARCH, *MEDIA RESEARCH, *RESOURCE CENTERS, *THESAURI, CLEVELAND, INFORMATION PROCESSING, INFORMATION SYSTEMS, INFORMATION UTILIZATION, OHIO,

RESEARCH RESULTS, TECHNIQUES, AND PROCEDURES RELATED TO THE DEVELOPMENT OF AN EDUCATIONAL MEDIA RESEARCH INFORMATION CENTER ARE REPORTED. SUBJECTS DISCUSSED INCLUDE (1) A DESCRIPTION OF ACQUISITION PROCEDURES FOR A COMPREHENSIVE COLLECTION OF NEW-MEDIA RESEARCH, (2) DETAILS ON A PILOT USER GROUP'S PARTICIPATION IN SYSTEM DEVELOPMENT AND EVALUATION, ALONG WITH DATA ON QUESTIONS SEARCHED, (3) PRELIMINARY RESULTS OF RESEARCH ON RELEVANCE AND (4) A BRIEF DESCRIPTION OF THE DEVELOPMENT OF A THESAURUS OF EDUCATIONAL TERMS. (LP)

ED 003 778 64

NATIONAL WORKSHOP ON EDUCATIONAL MEDIA DEMONSTRATIONS. FINAL REPORT.
BY- KEMP, JERROLD E.
SAN JOSE STATE COLLEGE, CALIF.
REPORT NUMBER NDEA-VIIB-191 PUB DATE 30 OCT 62
EDRS PRICE MF-$0.09 HC-$1.24 31P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *DEMONSTRATION PROGRAMS, CALIFORNIA, DEMONSTRATIONS (EDUCATIONAL), INSTRUCTIONAL MATERIALS, SAN JOSE, WORKSHOPS,

THIS REPORT SUMMARIZES THE PROCEDURES UNDER WHICH THE WORKSHOP ON EDUCATIONAL MEDIA DEMONSTRATIONS WAS CONDUCTED AND SERVES AS A MODEL FOR PLANNING AND EXECUTING LOCAL WORKSHOP PROJECTS. THE OBJECTIVES OF THE NATIONAL WORKSHOP WERE (1) TO DEVELOP TEAMS PREPARED TO GIVE PRESENTATIONS OF THE APPLICATIONS OF NEW MEDIA AND (2) TO PLAN AND PRODUCE A KIT OF MATERIALS SUITABLE FOR THOSE PRESENTATIONS. THE WORKSHOP ACTIVITIES INCLUDED (1) BACKGROUND PRESENTATIONS, (2) ESTABLISHMENT OF A COMMON BASIS FOR WORK, (3) DEFINITION OF THE POTENTIAL AUDIENCE GROUPS, (4) DEVELOPMENT OF THE FORMAT FOR PRESENTATIONS, (5) IMPLEMENTATION, (6) A FOLLOWUP MEETING, AND (7) EVALUATION. (GD)

ED 003 779 64

SURVEY OF EUROPEAN RESEARCH IN AUDIO-VISUAL AIDS.
BY- HARRISON, J. A.
NATIONAL COMMITTEE FOR AUDIO-VISUAL AIDS IN EDUC.
REPORT NUMBER NDEA-VIIB-139 PUB DATE 62
EDRS PRICE MF-$0.45 HC-$12.72 316P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *BIBLIOGRAPHY, *MEDIA RESEARCH, *SURVEYS, ENGLAND, EUROPE, INSTRUCTIONAL MATERIALS, LONDON, MASS MEDIA,

A COMPREHENSIVE BIBLIOGRAPHY IS PRESENTED COVERING PUBLISHED REPORTS AND PAPERS FROM 1945 TO 1961 ON THE DEVELOPMENT, APPLICATION, AND EVALUATION OF NEW EDUCATIONAL MEDIA IN EUROPE. THE BIBLIOGRAPHY IS BROADLY BASED AND INCLUDES ACADEMIC RESEARCH, EXPLORATORY WORK, EXPERIMENTS WITH NEW METHODS, AND SURVEYS. ENTRIES ARE CLASSIFIED UNDER 10 SECTIONS--(1) FILMS, (2) STILL-PROJECTED MEDIA, (3) NONPROJECTED MEDIA, (4) MUSEUMS, (5) PERCEPTION, (6) RADIO, (7) DISC AND TAPE RECORDINGS, (8) TELEVISION, (9) TEACHING MACHINES, AND (10) GENERAL AUDIOVISUAL AIDS AND MASS MEDIA. EACH ENTRY CONTAINS THE REPORT TITLE, AUTHOR, SOURCE, AND COUNTRY OF ORIGIN. ABSTRACTS ARE LIMITED TO RESEARCH REPORTS DIRECTLY RELATED TO LEARNING. (JH)

ED 003 780 64

THE CONTENT AND PATTERN FOR THE PROFESSIONAL TRAINING OF AUDIOVISUAL COMMUNICATION SPECIALISTS.
BY- HALL, ROBERT O.
CALIFORNIA STATE COLLEGE AT HAYWARD
REPORT NUMBER NDEA-VIIB-208 PUB DATE FEB 64
CONTRACT OEC-2-16-029
EDRS PRICE MF-$0.27 HC-$5.32 133P.

DESCRIPTORS- *AUDIOVISUAL COMMUNICATION, *CURRICULUM DEVELOPMENT, *MEDIA SPECIALISTS, *SEMINARS, *TRAINING, CALIFORNIA, COMMUNICATIONS, CURRICULUM PLANNING, EDUCATIONAL NEEDS, HAYWARD, INSERVICE TEACHER EDUCATION, PRESERVICE EDUCATION, PROFESSIONAL EDUCATION,

A SERIES OF THREE SEMINARS WAS HELD TO DISCUSS THE PRESERVICE AND INSERVICE TRAINING OF COMMUNICATION SPECIALISTS IN EDUCATIONAL MEDIA. SOME OF THE SPECIFIC AREAS OF TRAINING DISCUSSED WERE (1) AUDIOVISUAL MATERIAL PREPARATION, (2) ADMINISTRATIVE PREPARATION, (3) SYSTEMS ENGINEERING EDUCATION, (4) INSTRUCTIONAL PROGRAMING, (5) LEARNING THEORY, (6) LIBRARY EDUCATION, (7) FILM PRODUCTION, AND (8) EDUCATIONAL TELEVISION TRAINING. THE 36 SEMINAR PARTICIPANTS DID NOT ACHIEVE A CONSENSUS ON THE PROPER CONTENT OR PATTERN FOR A TRAINING PROGRAM. (JH)

ED 003 781 64

A GUIDE TO PROGRAMED INSTRUCTIONAL MATERIALS AVAILABLE TO EDUCATORS BY SEPTEMBER 1962.
BY- HANSON, LINCOLN F.
COLUMBIA UNIV., NEW YORK, INST. FOR EDUC. TECH.
REPORT NUMBER NDEA-VIIB-232-1 PUB DATE 62
REPORT NUMBER OE-34015
CONTRACT OEC-2-16-008
EDRS PRICE MF-$0.63 HC-$16.48 412P.

DESCRIPTORS- *BIBLIOGRAPHY, *INDEXES (LOCATORS), *PROGRAMED INSTRUCTION, *PROGRAMED MATERIALS, *TEACHING GUIDES, EDUCATION, GUIDES, INSTRUCTIONAL MATERIALS, NEW YORK, NEW YORK CITY, PROGRAM PLANNING, SURVEYS,

THIS DOCUMENT WAS A PRIMARY SOURCE OF INFORMATION TO EDUCATORS CONTEMPLATING THE USE OF PROGRAMED INSTRUCTION DURING THE ACADEMIC YEAR 1962-63. EACH ENTRY CONTAINED THE FOLLOWING INFORMATION--(1) SUBJECT MATTER, (2) TITLE, AUTHOR, AND PUBLISHER, AND (3) TEXT DESCRIPTION. (LP)

ED 003 782 64

REPORT OF A SURVEY OF THE USE OF PROGRAMED INSTRUCTIONAL MATERIALS IN THE PUBLIC SCHOOLS OF THE UNITED STATED DURING THE YEAR 1961-1962.
BY- HANSON, LINCOLN F.
COLUMBIA UNIV., NEW YORK, INST. FOR EDUC. TECH.
REPORT NUMBER NDEA-VIIB-232-2 PUB DATE 62
REPORT NUMBER OE-34022
CONTRACT OEC-2-16-008
EDRS PRICE MF-$0.18 HC-$3.80 95P.

DESCRIPTORS- *EVALUATION, *GROUP INSTRUCTION, *PROGRAMED INSTRUCTION, *PROGRAMED MATERIALS, *STUDENT OPINION, EDUCATION, MATHEMATICS, NEW YORK, NEW YORK CITY, OPINIONS, PUBLIC SCHOOLS, SURVEYS,

THIS SURVEY REPORT INDICATES THE EXTENT TO WHICH PROGRAMED INSTRUCTION HAS HAD AN EFFECT ON USER AND NONUSER ALIKE. THE FAMILIARITY OF NONUSERS WITH PROGRAMED INSTRUCTION IS BELIEVED TO BE AN INDICATION OF THE IMPACT THIS NEW INSTRUCTIONAL APPROACH WILL HAVE UPON EDUCATION. MOST SCHOOLS USING PROGRAMS ARE IN THE TRIAL STAGE. A FEW ARE USING THEIR PROGRAMS AS PART OF REGULAR GROUP INSTRUCTION. MATHEMATICS WAS FOUND TO BE THE POPULAR SUBJECT FOR PROGRAMED INSTRUCTION. NONMACHINE FORMATS PREDOMINATED. (LP)

ED 003 783 64

MEDIA DEMONSTRATION AND WORKSHOP FOR FACULTY MEMBERS OF TEACHER EDUCATION INSTITUTIONS. FINAL REPORT.
BY- MORRIS, BARRY
FLORIDA ST. DEPT. OF EDUCATION, TALLAHASSEE
REPORT NUMBER NDEA-VIIB-222 PUB DATE 62
EDRS PRICE MF-$0.09 HC$1.28 32P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *AUDIOVISUAL INSTRUCTION, *INFORMATION DISSEMINATION, *INSTRUCTIONAL TECHNOLOGY, *TEACHER WORKSHOPS, FLORIDA, GAINESVILLE, INSTRUCTIONAL MATERIALS, PRESERVICE EDUCATION, TALLAHASSEE, TEACHER EDUCATION, TEACHER PROGRAMS,

SPECIFIC PURPOSES OF A CONFERENCE TO IMPROVE PRESERVICE EXPERIENCE OF TEACHER TRAINEES WERE (1) TO DEMONSTRATE APPLICATIONS OF MODERN COMMUNICATIONS MEDIA TO EDUCATION AND TO SHOW THE IMPLICATIONS OF THESE MEDIA FOR TEACHER EDUCATION AND (2) TO PROVIDE OPPORTUNITY FOR FACULTY MEMBERS OF TEACHER EDUCATION INSTITUTIONS TO WORK WITH AND TO INCREASE COMPETENCY IN THE USE OF NEW EDUCATIONAL MEDIA. THE CONFEREES PARTICIPATED IN ACTIVITIES WHICH INCLUDED--(1) A GRAPHICS LABORATORY, (2) AN EQUIPMENT LABORATORY WITH AN ASSORTMENT OF AUDIOVISUAL EQUIPMENT, (3) A REFERENCE CENTER, AND (4) FILM DISCUSSION GROUPS. (JC)

ED 003 784 24

JOHN DEWEY'S IDEAS AND WORK IN EDUCATION AT THE UNIVERSITY OF CHICAGO.
BY- WIRTH, ARTHUR G.
WASHINGTON UNIV., ST.LOUIS, MO.,GRAD.INST.OF EDUC.
REPORT NUMBER CRP-S-012
EDRS PRICE MF-$0.45 HC-$12.40 310P.

DESCRIPTORS- *EDUCATIONAL PHILOSOPHY, *EDUCATIONAL PSYCHOLOGY, *EDUCATIONAL THEORIES, *ELEMENTARY EDUCATION, *PROFILE EVALUATION, DEWEYS' INSTRUMENTALISM, MISSOURI, ST. LOUIS, SURVEYS,

AN APPRAISAL WAS MADE OF JOHN DEWEY'S EDUCATIONAL PHILOSOPHY AND PRACTICES. THE FIRST PART PRESENTED (1) A BIOGRAPHICAL SKETCH, (2) SPECIFIC FEATURES OF HIS DESIGN FOR WORK IN EDUCATION, AND (3) THE RELATIONSHIP OF THE LABORATORY SCHOOL TO UNIVERSITY DISCIPLINES AND TO EDUCATION. THE SECOND PART PRESENTED AN ANALYSIS OF THE CURRICULUM AND METHODOLOGY OF THE LABORATORY SCHOOL AND DISCUSSIONS ON (1) OCCUPATIONS, (2) HISTORY, (3) SCIENCE, (4) COMMUNICATION AND EXPRESSION, (5) EVALUATION AND RESEARCH, AND (6) SECONDARY AND HIGHER EDUCATION. HIS SIGNIFICANCE WILL BE JUDGED BY THE STAYING POWER OF THE GENERAL PSYCHOLOGICAL AND PHILOSOPHICAL THEORY BEHIND HIS PROPOSALS FOR EDUCATION. (RS)

ED 003 785 64

CUE (CULTURE, UNDERSTANDING, ENRICHMENT)--ENGLISH.
BY- BROWN, ROBERT M. AND OTHERS
NEW YORK STATE EDUCATION DEPARTMENT, ALBANY
REPORT NUMBER NDEA-VIIB-324-1 PUB DATE 64
EDRS PRICE MF-$0.45 HC-$11.20 280P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *ENGLISH INSTRUCTION, *ENRICHMENT PROGRAMS, *GUIDES, *TEACHING GUIDES, ALBANY, CULTURAL AWARENESS, CULTURAL ENRICHMENT, CURRICULUM ENRICHMENT, EDUCATIONAL PROGRAMS, ENGLISH CURRICULUM, ENGLISH LITERATURE, GRADE 9, INSTRUCTIONAL AIDS, INSTRUCTIONAL IMPROVEMENT, NEW YORK, PROJECT CUE, SECONDARY EDUCATION,

THIS PUBLICATION IS A TEACHING GUIDE TO PROVIDE GUIDANCE FOR INTEGRATING CAREFULLY SELECTED AUDIOVISUAL ITEMS INTO EXISTING NINTH-GRADE CURRICULUMS IN ENGLISH. IT IS ONE OF FIVE GUIDES PREPARED FOR USE IN PROJECT CUE, AN EXPERIMENTAL PROGRAM DESIGNED TO INCREASE CULTURAL UNDERSTANDING AND ENRICHMENT IN THE EDUCATIONAL PROGRAMS OF HIGH SCHOOLS. THE AUDIOVISUAL MEDIA INTRODUCED BY THIS GUIDE ARE PERTINENT TO SUCH FACETS OF ENGLISH INSTRUCTION AS GRAMMAR, COMPOSITION, VOCABULARY DEVELOPMENT, AND LITERATURE. THE ACTUAL TYPES OF MEDIA TO BE USED INCLUDE SUCH ITEMS AS FILMS, FILMSTRIPS, PRINTS, PHOTOGRAPHS, RECORDINGS, AND SLIDES. EACH AUDIOVISUAL AID INTRODUCED IN THE GUIDE IS INDIVIDUALLY TITLED (FOR EXAMPLE--"THE ILIAD," A FILMSTRIP), AND PROCEDURES ARE DESCRIBED FOR THE USE OF EACH AID. THE AIDS ARE TO BE TREATED AS LESSON SUPPLEMENTS AND USED ONLY FOR THE PURPOSE OF INSTRUCTIONAL ENRICHMENT. (REFER TO ED 003 785 THROUGH ED 003 792 FOR THE COMPLETE SERIES OF PROJECT CUE TEACHING MATERIALS.) (JM)

ED 003 786 64

CUE (CULTURE, UNDERSTANDING, ENRICHMENT)--SOCIAL STUDIES.
BY- BROWN, ROBERT M. AND OTHERS

NEW YORK STATE EDUCATION DEPARTMENT, ALBANY
REPORT NUMBER NDEA-VIIB-324-2 PUB DATE 64
EDRS PRICE MF-$0.45 HC-$12.00 300P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *ENRICHMENT PROGRAMS, *GUIDES, *SOCIAL STUDIES, *TEACHING GUIDES, ALBANY, CULTURAL AWARENESS, CULTURAL ENRICHMENT, CURRICULUM ENRICHMENT, EDUCATIONAL PROGRAMS, GRADE 9, INSTRUCTIONAL AIDS, INSTRUCTIONAL IMPROVEMENT, NEW YORK, PROJECT CUE, SECONDARY EDUCATION, SOCIAL SCIENCES,

THIS PUBLICATION IS A TEACHING GUIDE TO PROVIDE GUIDANCE FOR INTEGRATING CAREFULLY SELECTED AUDIOVISUAL ITEMS INTO EXISTING NINTH-GRADE CURRICULUMS IN SOCIAL STUDIES. IT IS ONE OF FIVE GUIDES PREPARED FOR USE IN PROJECT CUE. AN EXPERIMENTAL PROGRAM DESIGNED TO INCREASE CULTURAL UNDERSTANDING AND ENRICHMENT IN THE EDUCATIONAL PROGRAMS OF HIGH SCHOOLS. THE AUDIOVISUAL MEDIA INTRODUCED BY THIS GUIDE COVER TOPICS OF SOCIAL STUDIES BY PRINCIPAL WORLD REGION (EXAMPLES ARE WESTERN EUROPE AND LATIN AMERICA). THE ACTUAL TYPES OF MEDIA TO BE USED INCLUDE FILMS, FILMSTRIPS, RECORDINGS, SLIDES, AND FLAT PICTURES. EACH AUDIOVISUAL AID INTRODUCED IN THE GUIDE IS INDIVIDUALLY TITLED (FOR EXAMPLE--"ROMAN LIFE IN ANCIENT POMPEII," A FILM), AND PROCEDURES ARE DESCRIBED FOR THE USE OF EACH AID. THE AIDS ARE TO BE TREATED AS LESSON SUPPLEMENTS AND USED ONLY FOR INSTRUCTIONAL ENRICHMENT. (REFER TO ED 003 785 THROUGH ED 003 792 FOR THE COMPLETE SERIES OF PROJECT CUE TEACHING MATERIALS.) (JH)

ED 003 787 64

CUE (CULTURE, UNDERSTANDING, ENRICHMENT)--HOME ECONOMICS.
BY- BROWN, ROBERT M. AND OTHERS
NEW YORK STATE EDUCATION DEPARTMENT, ALBANY
REPORT NUMBER NDEA-VIIB-324-3

EDRS PRICE MF-$0.36 HC-$9.08 227P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *ENRICHMENT PROGRAMS, *GUIDES, *HOME ECONOMICS EDUCATION, *TEACHING GUIDES, ALBANY, CULTURAL AWARENESS, CULTURAL ENRICHMENT, CURRICULUM ENRICHMENT, EDUCATIONAL PROGRAMS, GRADE 9, INSTRUCTIONAL AIDS, INSTRUCTIONAL IMPROVEMENT, NEW YORK, PROJECT CUE, SECONDARY EDUCATION,

THIS PUBLICATION IS A TEACHING GUIDE TO PROVIDE GUIDANCE FOR INTEGRATING CAREFULLY SELECTED AUDIOVISUAL ITEMS INTO EXISTING NINTH-GRADE CURRICULUMS IN HOME ECONOMICS. IT IS ONE OF FIVE GUIDES PREPARED FOR USE IN PROJECT CUE, AN EXPERIMENTAL PROGRAM DESIGNED TO INCREASE CULTURAL UNDERSTANDING AND ENRICHMENT IN THE EDUCATIONAL PROGRAMS OF HIGH SCHOOLS. THE AUDIOVISUAL MEDIA INTRODUCED BY THIS GUIDE ARE RELATED TO (1) FAMILY RELATIONSHIPS AND CHILD DEVELOPMENT, (2) HOUSING AND HOME FURNISHINGS, (3) CLOTHING AND TEXTILES, AND (4) FOOD AND NUTRITION. THE ACTUAL TYPES OF MEDIA TO BE USED INCLUDE SUCH ITEMS AS FILMS, FILMSTRIPS, RECORDINGS, SLIDES, AND FLAT PICTURES. EACH AUDIOVISUAL AID INTRODUCED IN THE GUIDE IS INDIVIDUALLY TITLED (FOR EXAMPLE--"AUTUMN COLOR," A FILM), AND PROCEDURES ARE DESCRIBED FOR THE USE OF EACH AID. THE AIDS ARE TO BE TREATED AS LESSON SUPPLEMENTS AND USED ONLY FOR ENRICHMENT. (REFER TO ED 003 785 THROUGH ED 003 792 FOR THE COMPLETE SERIES OF PROJECT CUE TEACHING MATERIALS.) (JH)

ED 003 788 64

CUE (CULTURE, UNDERSTANDING, ENRICHMENT)--SCIENCE.
BY- BROWN, ROBERT M. AND OTHERS
NEW YORK STATE EDUCATION DEPARTMENT, ALBANY
REPORT NUMBER NDEA-VIIB-324-4 PUB DATE 64
EDRS PRICE MF-$0.36 HC-$8.28 207P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *ENRICHMENT PROGRAMS, *GUIDES, *SCIENCE INSTRUCTION, *TEACHING GUIDES, ALBANY, CULTURAL AWARENESS, CULTURAL ENRICHMENT, CURRICULUM ENRICHMENT, EDUCATIONAL PROGRAMS, GRADE 9, INSTRUCTIONAL AIDS, INSTRUCTIONAL IMPROVEMENT, NEW YORK, PROJECT CUE, SCIENCE CURRICULUM, SCIENCE PROGRAMS, SECONDARY EDUCATION,

THIS PUBLICATION IS A TEACHING GUIDE TO PROVIDE GUIDANCE FOR INTEGRATING CAREFULLY SELECTED AUDIOVISUAL ITEMS INTO EXISTING NINTH-GRADE CURRICULUMS IN SCIENCE. IT IS ONE OF FIVE GUIDES PREPARED FOR USE IN PROJECT CUE, AN EXPERIMENTAL PROGRAM DESIGNED TO INCREASE CULTURAL UNDERSTANDING AND ENRICHMENT IN THE EDUCATIONAL PROGRAMS OF HIGH SCHOOLS. THE AUDIOVISUAL MEDIA INTRODUCED BY THIS GUIDE ARE RELATED TO (1) THE HUMAN BODY AND ITS SENSES, (2) LIGHT AND COLOR, (3) SOUND, (4) PLANT AND ANIMAL LIFE, (5) MEDICINE, (6) TIME AND SPACE, (7) ENERGY AND MACHINES, (8) COMMUNICATION, AND (9) PHOTOGRAPHY. THE ACTUAL TYPES OF MEDIA TO BE USED INCLUDE FILMS, FILMSTRIPS, SLIDES, AND FLAT PICTURES. EACH AUDIOVISUAL AID INTRODUCED IN THE GUIDE IS INDIVIDUALLY TITLED (FOR EXAMPLE--"SOUND WAVES AND THEIR SOURCES," A FILM), AND PROCEDURES ARE DESCRIBED FOR THE USE OF EACH AID. THE AIDS ARE TO BE TREATED AS LESSON SUPPLEMENTS AND USED ONLY FOR INSTRUCTIONAL ENRICHMENT. (REFER TO ED 003 785 THROUGH ED 003 792 FOR THE COMPLETE SERIES OF PROJECT CUE TEACHING MATERIALS.) (JH)

ED 003 789 64

CUE (CULTURE, UNDERSTANDING, ENRICHMENT)--INDUSTRIAL ARTS.
BY- BROWN, ROBERT M. AND OTHERS
NEW YORK STATE EDUCATION DEPARTMENT, ALBANY
REPORT NUMBER NDEA-VIIB-324-5 PUB DATE 64
EDRS PRICE MF-$0.27 HC-$7.12 178P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *ENRICHMENT PROGRAMS, *GUIDES, *INDUSTRIAL ARTS, *TEACHING GUIDES, ALBANY, CULTURAL AWARENESS, CULTURAL ENRICHMENT, CURRICULUM ENRICHMENT, EDUCATIONAL PROGRAMS, GRADE 9, INSTRUCTIONAL AIDS, INSTRUCTIONAL IMPROVEMENT, NEW YORK, PROJECT CUE, SECONDARY EDUCATION,

THIS PUBLICATION IS A TEACHING GUIDE TO PROVIDE GUIDANCE FOR INTEGRATING CAREFULLY SELECTED AUDIOVISUAL ITEMS INTO EXISTING NINTH-GRADE CURRICULUMS IN INDUSTRIAL ARTS. IT IS ONE OF FIVE GUIDES PREPARED FOR USE IN PROJECT CUE, AN EXPERIMENTAL PROGRAM DESIGNED TO INCREASE CULTURAL UNDERSTANDING AND ENRICHMENT IN THE EDUCATIONAL PROGRAMS OF HIGH SCHOOLS. THE AUDIOVISUAL MEDIA INTRODUCED BY THIS GUIDE ARE PERTINENT TO SUCH INDUSTRIAL ARTS TOPICS AS (1) ARCHITECTURE AND CONSTRUCTION, (2) CERAMICS, (3) GRAPHIC ARTS, (4) INDUSTRIAL DESIGN, (5) TEXTILE ARTS, (6) METALWORKING, (7) WOODWORKING, AND (8) PHOTOGRAPHY. THE ACTUAL TYPES OF MEDIA TO BE USED INCLUDE FILMS, FILMSTRIPS, SLIDES, FLAT PICTURES, AND DRAWINGS. EACH AUDIOVISUAL AID INTRODUCED IN THE GUIDE IS INDIVIDUALLY TITLED (FOR EXAMPLE--"ARCHITECTURE IN FRANCE FROM THE ROMANS TO TODAY," A SERIES OF SLIDES), AND PROCEDURES ARE DESCRIBED FOR THE USE OF EACH AID. THE AIDS ARE TO BE TREATED AS LESSON SUPPLEMENTS AND USED ONLY FOR INSTRUCTIONAL ENRICHMENT. (REFER TO ED 003 785 THROUGH ED 003 792 FOR THE COMPLETE SERIES OF PROJECT CUE TEACHING MATERIALS.) (JH)

ED 003 790 64

AFRICAN MUSIC SPEAKS, NO. 6--PROJECT CUE, A TV UTILIZATION SHEET.
BY- BROWN, ROBERT H.
NEW YORK STATE EDUCATION DEPARTMENT, ALBANY
REPORT NUMBER NDEA-VIIB-324-6 PUB DATE 64
EDRS PRICE MF-$0.09 HC-$1.72 43P.

DESCRIPTORS- *EDUCATIONAL TELEVISION, *FOREIGN CULTURE, *INSTRUCTIONAL AIDS, *TEACHING GUIDES, *TELEVISED INSTRUCTION, ALBANY, FOREIGN COUNTRIES, NEW YORK, PROJECT CUE, TEACHING TECHNIQUES, TELEVISION CURRICULUM,

FOURTEEN SETS OF EDUCATIONAL TV UTILIZATION GUIDE SHEETS WERE PREPARED AS TEACHER AIDS. THESE SHEETS COVER SUCH AREAS AS SYNOPSIS OF SUBJECT, SUGGESTED PREPARATION (PRETELECAST), KEY WORDS, WHAT PUPILS SHOULD LOOK AND LISTEN FOR, SUGGESTED FOLLOWUP ACTIVITIES, SUGGESTED RELATED ACTIVITIES, SUGGESTED EVALUATION, AND SUGGESTED RELATED MATERIALS. AFRICAN MUSIC, AFRICAN ART, AFRICAN CULTURE, INDONESIA, CAMBODIAN CULTURE, BUDDHISM, PHILIPPINE ART AND CULTURE, AND BRAZIL ARE AMONG THE SUBJECTS COVERED IN THESE UTILIZATION SHEETS. (REFER TO ED 003 785 THROUGH ED 003 792 FOR THE COMPLETE SERIES OF PROJECT CUE TEACHING MATERIALS.) (GD)

ED 003 791 64

WHAT IS PROJECT CUE.
BY- BROWN, ROBERT H. LACY, GRACE N.
NEW YORK STATE EDUCATION DEPARTMENT, ALBANY
REPORT NUMBER NDEA-VIIB-324-7 PUB DATE 64
EDRS PRICE MF-$0.09 HC-$0.68 17P.

DESCRIPTORS- *CULTURAL EDUCATION, *CULTURAL ENRICHMENT, *CURRICULUM DEVELOPMENT, *GRADE 9, *HOME ECONOMICS, *SOCIAL STUDIES, ALBANY, EDUCATIONAL PROGRAMS, ENGLISH, INDUSTRIAL ARTS, NEW YORK, PROJECT CUE, SCIENCE COURSES,

AN EXPERIMENTAL NINTH-GRADE PROGRAM IN THE AREA OF SOCIAL STUDIES, ENGLISH, SCIENCE, HOME ECONOMICS, AND INDUSTRIAL ARTS WAS DESCRIBED. APPROXIMATELY 200 TEACHERS AND 3,000 STUDENTS LOCATED IN NEW YORK STATE SCHOOLS PARTICIPATED IN THE EXPERIMENT. INCLUDED IN THE CUE SYSTEM WERE (1) PACKAGES OF NEWER MEDIA MATERIALS, (2) CURRICULUM GUIDES, (3) STUDENT EXPERIENCES (TRAVELING EXHIBITS, CONCERTS, AND SCHOOL PERFORMANCES), (4) NEWSLETTERS AND INSIGHT SHEETS FOR TEACHER USE, AND (5) TEACHER EVALUATIONS OF GUIDES AND MATERIALS SUPPLIED. (REFER TO ED 003 785 THROUGH ED 003 792 FOR THE COMPLETE SERIES OF PROJECT CUE TEACHING MATERIALS.) (TC)

ED 003 792 64

PROJECT CUE, INSIGHTS.
BY- BROWN, ROBERT H.
NEW YORK STATE EDUCATION DEPARTMENT, ALBANY
REPORT NUMBER NDEA-VIIB-324-8 PUB DATE 64
EDRS PRICE MF-$0.09 HC-$0.72 18P.

DESCRIPTORS- *CULTURAL EDUCATION, *CULTURAL ENRICHMENT, *SOCIAL STUDIES, *TEACHING GUIDES, ALBANY, ART, FILMS, FILMSTRIPS, NEW YORK, PAINTING, PROJECT CUE, SCIENCES,

A SET OF FILM UTILIZATION SHEETS WAS PREPARED FOR PROJECT CUE. TOPICS INCLUDED ART AND THE COMMUNITY, ABSTRACT PAINTING, THE DINOSAUR AGE, THE LIVING ARTS OF JAPAN, SCIENCE, AND A PERSIAN STORY BOOK. EACH SHEET INCLUDED PURPOSES, AREAS OF USE, PROCEDURE FOR VIEWING, FOLLOWUP ACTIVITIES, AND RELATED MATERIALS. (REFER TO ED 003 785 THROUGH ED 003 792 FOR THE COMPLETE SERIES OF PROJECT CUE TEACHING MATERIALS.) (LP)

ED 003 793 64

BENCH-MARKS 1964--THE IMPLEMENTATION OF TELEVISION IN EDUCATION.
BY- HULL, RICHARD B.
NORTH CENTRAL ASSN. OF COLL.AND SECONDARY SCHOOLS
REPORT NUMBER NDEA-VIIB-362-1 PUB DATE 63
EDRS PRICE MF-$0.36 HC-$8.32 208P.

DESCRIPTORS- *EDUCATIONAL PROBLEMS, *EDUCATIONAL TELEVISION, *TELEVISION RESEARCH, AUDIOVISUAL AIDS, CHICAGO, ILLINOIS, SEMINARS,

MANY QUESTIONS REGARDING EDUCATIONAL TELEVISION WERE DISCUSSED IN THIS REPORT ON THE ETV SEMINAR OF DECEMBER 5-8, 1963, IN CHICAGO, ILLINOIS. QUESTIONS DISCUSSED INCLUDED (1) WHAT CAN TELEVISION DO FOR THE PROBLEMS CONFRONTING EDUCATION, (2) WHAT ARE THE DEVELOPING PATTERNS OF USE OF TELEVISION IN EDUCATION, (3) WHAT IS BEING DONE IN OTHER COMMUNITIES, (4) WHERE ARE THE TALENTS TO USE TELEVISION IN EDUCATION, (5) WHERE IS TELEVISION IN ITS OWN TECHNOLOGICAL EVOLUTION, (6) WHAT ARE THE ECONOMIC IMPLICATIONS OF TELEVISION IN EDUCATION, AND (7) WHAT ARE THE SPECIAL LEGAL, PROFESSIONAL, AND ETHICAL PROBLEMS IN EDUCATIONAL TELEVISION. (LP)

ED 003 794 64

A STATE DEMONSTRATION AND EVALUATION IN DEVELOPING PILOT OVERHEAD TRANSPARENCIES FOR THE SUBJECT AREAS OF SECONDARY SCIENCE, MATHEMATICS, ENGLISH, MODERN FOREIGN LANGUAGES, AND GEOGRAPHY.
BY- KINNIELL, WILLIAM T. AND OTHERS
TEXAS EDUCATION AGENCY, AUSTIN
REPORT NUMBER NDEA-VIIB-382 PUB DATE 64
CONTRACT OEC-3-16-040
EDRS PRICE MF-$0.18 HC-$4.60 115P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *SECONDARY SCHOOLS, *STATE PROGRAMS, *TRANSPARENCIES, AUSTIN, CURRICULUM ENRICHMENT, DEMONSTRATION PROGRAMS, MEDIA SPECIALISTS, SECONDARY EDUCATION, TEXAS,

A DEMONSTRATION PROGRAM WAS UNDERTAKEN FOR THE PURPOSE OF SHOWING HOW A STATE DEPARTMENT OF EDUCATION CAN UTILIZE ITS RESOURCES AND SUBJECT MATTER SPECIALISTS IN DEVELOPING OVERHEAD TRANSPARENCIES TO IMPLEMENT SECONDARY SCHOOL CURRICULUM IN THE STATE. SUBJECT SPECIALISTS (26)

REPRESENTING 10 COURSE FIELDS WERE BROUGHT TOGETHER AT THE BEGINNING OF THE PROGRAM TO DEVELOP PLANS AND PROCEDURES. AREA MEETINGS WERE SCHEDULED SO THAT SEVERAL DESIGNERS COULD MEET TOGETHER TO DEVELOP VISUALS AND CONSTRUCTIVELY CRITICIZE ONE ANOTHER'S WORK. A GROUP OF 59 CLASSROOM TEACHERS WAS SELECTED TO FIELD TEST THE VISUALS. EACH VISUAL WAS TESTED IN AT LEAST FOUR CLASSROOMS. AFTER FIELD TEST FOLLOWUP, A FINAL COPY OF EACH VISUAL WAS PRINTED ON DIAZO FILM FOR THE U.S. OFFICE OF EDUCATION. A COPY OF EACH MASTER WAS PREPARED TO SERVE AS AN ORIGINAL FOR PREPARING PLATES FROM WHICH MULTIPLE MASTERS CAN BE PRINTED ON TRANSLUCENT VELLUM AND DISTRIBUTED TO SCHOOLS. THERE WERE 2,007 MASTERS DEVELOPED. SUBJECT AREAS WERE--(1) MODERN MATHEMATICS, (2) MODERN ALGEBRA, (3) MODERN GEOMETRY, (4) EARTH SCIENCE, (5) MODERN CHEMISTRY, (6) ENGLISH GRAMMAR (GRADE 8), (7) ENGLISH GRAMMAR (GRADE 11), (8) INTRODUCTORY SPANISH, (9) INTERMEDIATE SPANISH, AND (10) WORLD GEOGRAPHY. (JC)

ED 003 795 64

THE PLANNING OF EDUCATIONAL MEDIA FOR A NEW LEARNING CENTER.
BY- LEYDEN, RALPH C. BALANOFF, NEAL
STEPHENS COLL., COLUMBIA, MO.
REPORT NUMBER NDEA-VIIB-245 PUB DATE 30 NOV 63
EDRS PRICE MF-$0.54 HC-$14.04 351P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *EDUCATIONAL FACILITIES, *GUIDES, *INSTRUCTIONAL MATERIALS, *MEDIA RESEARCH, BUILDING DESIGN, COLUMBIA, EDUCATIONAL IMPROVEMENT, EDUCATIONAL NEEDS, MISSOURI,

STEPHENS COLLEGE LEARNING CENTER WAS USED AS A MODEL FOR THE PLANNING OF LEARNING CENTERS UTILIZING THE MASS MEDIA AND NEW EDUCATIONAL TECHNOLOGY. IN THIS SAMPLE, THE PLANNING OF EDUCATIONAL MEDIA SYSTEMS FOR NEW FACILITIES WAS SEEN AS NECESSARILY AND APPROPRIATELY RELATED TO THE CHARACTERISTICS, PURPOSES, AND OBJECTIVES OF AN INSTITUTION. EDUCATIONAL MEDIA WERE REGARDED AND TREATED AS INTEGRAL PARTS OF ARCHITECTURAL AND EDUCATIONAL PLANNING. (LP)

ED 003 796 64

RECRUITMENT AND TRAINING OF STAFF AND SUPPORT OF STAFF DISSEMINATION ACTIVITIES AT THE AMERICAN LIBRARY ASSOCIATION LIBRARY 21 EXHIBIT SEATTLE WORLD'S FAIR
BY- LIEBERMAN, IRVING AND OTHERS
WASHINGTON UNIV., SEATTLE, SCH. OF LIBRARIANSHIP
REPORT NUMBER NDEA-VIIB-252 PUB DATE 63
CONTRACT OEC-2-16-013
EDRS PRICE MF-$0.27 HC-$5.48 137P.

DESCRIPTORS- *DEMONSTRATION CENTERS, *INFORMATION SYSTEMS, *LIBRARY SCIENCE, DEMONSTRATIONS (EDUCATIONAL), INFORMATION DISSEMINATION, INFORMATION STORAGE, INFORMATION UTILIZATION, LIBRARIES, SEATTLE, TRAINING, WASHINGTON,

A REPORT HAS BEEN PREPARED ON THE ACTIVITIES ASSOCIATED WITH THE LIBRARY 21 EXHIBIT AT THE SEATTLE WORLD'S FAIR. SECTION ONE OF THE REPORT COVERS A DESCRIPTION OF THE PHYSICAL EXHIBIT, AN ACCOUNT OF STAFF SELECTION CRITERIA, A SUMMARY OF THE ORGANIZATION OF THE INSTRUCTIONAL PROGRAM, AND AN EVALUATION OF THE PROGRAM AND THE ENTIRE LIBRARY 21 EXHIBIT. SECTION TWO HAS A DESCRIPTION OF THE EXHIBIT'S INSTRUCTIONAL PROGRAM WITH EMPHASIS ON THE IMPORTANCE OF SUCH ACTIVITIES IN LIBRARY DEVELOPMENT AT THE LOCAL, STATE, AND NATIONAL LEVELS. SECTION THREE OF THE REPORT COVERS THE IMPLICATIONS OF THE EXHIBIT FOR LIBRARY EDUCATION. A LARGE NUMBER OF ILLUSTRATIONS ARE PRESENTED IN THE APPENDIX WHICH SHOULD BE OF ASSISTANCE TO ANYONE PLANNING LIBRARY INSTRUCTIONAL PROGRAMS. (JC)

ED 003 797 64

WORK-STUDY CONFERENCE ON NEW EDUCATIONAL MEDIA FOR NATIONAL UNIVERSITY EXTENSION ASSOCIATION.
BY- COCHRAN, LEE W. AND OTHERS
NEBRASKA UNIV., LINCOLN
REPORT NUMBER NDEA-VIIB-254 PUB DATE 62
CONTRACT OEC-2-16-021
EDRS PRICE MF-$0.18 HC-$3.56 89P.

DESCRIPTORS- *ADULT EDUCATION, *INSTRUCTIONAL MATERIALS, *INSTRUCTIONAL TECHNOLOGY, AUDIOVISUAL AIDS, AUTOINSTRUCTIONAL AIDS, LINCOLN, NATIONAL UNIVERSITY EXTENSION ASSOCIATION, NEBRASKA, PROGRAM PLANNING,

A WORK-STUDY CONFERENCE ON NEW EDUCATIONAL MEDIA FOR THE NATIONAL UNIVERSITY EXTENSION ASSOCIATION WAS HELD AT THE UNIVERSITY OF NEBRASKA, APRIL 28-29, 1962, TO DEMONSTRATE, DISCUSS, AND INVESTIGATE WAYS OF USING THE NEW EDUCATIONAL MEDIA IN UNIVERSITY EXTENSION WORK. A TOTAL OF 132 DELEGATES FROM 33 STATES ATTENDED. THE ENTIRE PROGRAM WAS DESIGNED TO INVOLVE EACH DELEGATE IN AS MANY DIFFERENT EXPERIENCES AS POSSIBLE IN THE PLANNING, PRODUCTION, AND UTILIZATION OF EDUCATIONAL MEDIA, AS IT RELATED TO ADULT EDUCATION. BASED UPON RECOMMENDATIONS BY THE PLANNING COMMITTEE, THE MATERIALS USED IN THE CONFERENCE WERE TO BE ASSEMBLED INTO AN "ADULT EDUCATION MEDIA KIT" AND DISTRIBUTED TO ADULT EDUCATION GROUPS OVER THE UNITED STATES. ALSO PLANNED IS A HANDBOOK ON "NEW EDUCATIONAL MEDIA FOR ADULT EDUCATION." (JC)

ED 003 798 64

EDUCATIONAL COMMUNICATION SERVICES AS A FIELD OF GRADUATE STUDY AND RESEARCH.
BY- COGAN, MORRIS L. AND OTHERS
PITTSBURGH UNIV., PA., GRAD.SCH.LIB.AND INFO. SCI.
REPORT NUMBER NDEA-VIIB-260-2 PUB DATE 65
REPORT NUMBER 1-903-2
EDRS PRICE MF-$0.09 HC-$1.00 25P.

DESCRIPTORS- *EDUCATIONAL PLANNING, *GRADUATE STUDY, *LIBRARY SERVICES, *MEDIA RESEARCH, INFORMATION SYSTEMS, INSTRUCTIONAL MATERIALS, LIBRARY SPECIALISTS, PENNSYLVANIA, PITTSBURGH, PROFESSIONAL EDUCATION,

GUIDELINES WERE DEVELOPED FOR NEW PROGRAMS OF GRADUATE STUDY LEADING TO PROFESSIONAL CAREERS IN THE PLANNING, OPERATION, AND ADMINISTRATION OF EDUCATIONAL MEDIA SERVICES IN SCHOOLS AND COLLEGES. SPECIFIC CONSIDERATIONS WERE GIVEN TO (1) METHODS FOR ACHIEVING MORE INDEPENDENT STUDENT EFFORT, (2) TUTORIAL APPROACH FOR ADVANCED WORK, (3) STUDENT PARTICIPATION IN RESEARCH AND FIELD EXPERIMENTATION, (4) PLANNING AND TEAM TEACHING, AND (5) IMPROVED SEQUENCING OF COURSE INSTRUCTION. THE PROJECT WAS CONDUCTED IN THE FOLLOWING STAGES--(1) GATHERING DATA FROM LITERATURE, FIELD VISITS, AND INTERVIEWS, (2) EMPLOYING CONSULTANTS TO ASSIST IN SPECIFIC CURRICULAR RECOMMENDATIONS, (3) CONSIDERING

FACILITIES WHICH MIGHT SUPPORT THE DEVISED PROGRAMS, AND (4) DEVELOPING AND TESTING NEW INSTRUCTIONAL RESOURCES AND METHODS. THE PROJECT RESULTED IN (1) PUBLICATION OF AN EDUCATIONAL PROGRAM FOR MEDIA SPECIALISTS WITH VARIOUS INTERESTS, (2) A NEW PROGRAM OF GRADUATE STUDY IN EDUCATIONAL COMMUNICATION, (3) A SET OF NEW INSTRUCTIONAL MATERIALS FOR PROFESSIONAL STUDENTS, (4) A NEW INSTRUCTIONAL PROGRAM WITHIN THE GRADUATE SCHOOL OF LIBRARY AND INFORMATION SCIENCES, AND (5) A SET OF PLANS FOR A NEW BUILDING TO HOUSE A COLLEGE OF EDUCATIONAL COMMUNICATION AND INFORMATION SCIENCES. A SERIES OF RECOMMENDATIONS WERE DISCUSSED. (RS)

ED 003 799 64

THE ECONOMICS OF EDUCATIONAL TELEVISION, A REPORT ON THE NATIONAL CONFERENCE HELD AT BRANDEIS UNIVERSITY, MAY 23-26, 1963.
BY- GARRY, RALPH
BRANDEIS UNIV., WALTHAM, MASS.
REPORT NUMBER NDEA-VIIB-273 PUB DATE AUG 64
EDRS PRICE MF-$0.27 HC-$7.84 196P.

DESCRIPTORS- *CONFERENCES, *EDUCATIONAL TELEVISION, FINANCIAL SUPPORT, MASSACHUSETTS, WALTHAM,

PARTICIPANTS IN THE NATIONAL CONFERENCE ON ETV HELD AT BRANDEIS UNIVERSITY IN 1963 WERE AGREED THAT ETV'S PROMISE IS MORE ANTICIPATED THAN ACHIEVED AND THAT ITS BUILT-IN ECONOMIC PROBLEMS MUST BE MET AND OVERCOME BEFORE REAL ACHIEVEMENT WILL BE POSSIBLE. PROBLEMS DISCUSSED DURING THE CONFERENCE INCLUDED COSTS, CAPITAL INVESTMENT, AND UNIONS. CONCLUSIONS AND RECOMMENDATIONS WERE THAT (1) TEACHERS SHOULD RECEIVE SPECIAL TRAINING IN INSTITUTIONAL TELEVISION USE, (2) EXTENSIVE RESEARCH SHOULD BE CONDUCTED INTO WHAT CONSTITUTES A GOOD INSTRUCTIONAL TELEVISION PROGRAM--IN TEACHING TECHNIQUES AND SUBJECT MATTER, AND (3) SCHOOL SYSTEMS SHOULD CARRY THE MAJOR ECONOMIC BURDEN OF INSTRUCTIONAL TELEVISION. (LP)

ED 003 800 64

THE RESEARCH ON PROGRAMED INSTRUCTION, AN ANNOTATED BIBLIOGRAPHY.
BY- SCHRAMM, WILBUR
STANFORD UNIV., CALIF., INST.FOR COMMUNIC. RES.
REPORT NUMBER NDEA-VIIB-322-1 PUB DATE 64
REPORT NUMBER OE-34034
REPORT NUMBER BULL-64-NO-35
CONTRACT OEC-3-16-004
EDRS PRICE MF-$0.18 HC-$4.92 123P.

DESCRIPTORS- *BIBLIOGRAPHY, *PROGRAMED INSTRUCTION, *PROGRAMED MATERIALS, CALIFORNIA, INSTRUCTIONAL AIDS, INSTRUCTIONAL MATERIALS, PALO ALTO, PROGRAMED UNITS,

AN ANNOTATED BIBLIOGRAPHY AND DISCUSSION OF THE RESEARCH ON PROGRAMED INSTRUCTION CONDUCTED SINCE 1954 HAS BEEN PREPARED. FOLLOWING AN INTRODUCTION BY THE AUTHOR, OVER 200 ANNOTATIONS WERE PRESENTED, ALPHABETICALLY BY SENIOR AUTHORS. THE ANNOTATIONS ARE DETAILED AND INFORMATIVE, AND WERE SUBMITTED TO THEIR AUTHORS FOR CHECKING. (JC)

ED 003 801 64

WHAT IS PROGRAMED INSTRUCTION, AN INTRODUCTION FOR THE LAYMAN.
BY- SCHRAMM, WILBUR
STANFORD UNIV., CALIF., INST.FOR COMMUNIC. RES.
REPORT NUMBER NDEA-VIIB-322-2 PUB DATE 64
EDRS PRICE MF-$0.09 HC-$1.08 27P.

DESCRIPTORS- *PROGRAMED INSTRUCTION, *PROGRAMING, *PUBLICATIONS, *RESOURCE GUIDES, *RESOURCE MATERIALS, BIBLIOGRAPHY, CALIFORNIA, INFORMATION DISSEMINATION, STANFORD, TEACHING MACHINES,

VARIOUS ASPECTS OF PROGRAMED INSTRUCTION WERE PRESENTED TO INTRODUCE THIS SUBJECT TO A LAY AUDIENCE. THE TOPICS DISCUSSED INCLUDED--(1) ESSENTIALS OF PROGRAMED INSTRUCTION, (2) TRENDS IN PROGRAMED INSTRUCTION, (3) DEVELOPMENT OF PROGRAMS, (4) TYPES OF PROGRAMS, (5) TEACHING MATERIAL WHICH CAN BE PROGRAMED, (6) EFFECTIVENESS OF PROGRAMS, (7) EVALUATION OF PROGRAMS, AND (8) UTILITY OF TEACHING MACHINES. (RS)

ED 003 802 24

VARIETIES OF GIFTEDNESS IN THE CLASSROOM--STUDIES OF COGNITIVE AND PSYCHOSOCIOLOGICAL FUNCTIONING IN ADOLESCENTS.
BY- GETZELS, JACOB W. JACKSON, PHILIP W.
CHICAGO UNIV.
REPORT NUMBER CRP-098 PUB DATE JAN 61
EDRS PRICE MF-$0.63 HC-$16.52 413P.

DESCRIPTORS- *COGNITIVE TESTS, *CREATIVITY, *CREATIVITY RESEARCH, *GIFTED, ADOLESCENTS, CHICAGO, CONCEPT FORMATION, ILLINOIS, INTELLECTUAL DEVELOPMENT, PSYCHOLOGICAL TESTING, SUPERIOR STUDENTS,

THE COGNITIVE AND PSYCHO-SOCIAL FUNCTIONING OF FOUR CATEGORIES OF GIFTED CHILDREN WAS STUDIED. TWO GROUPS OF ADOLESCENTS SHOWING DIFFERENT TYPES OF COGNITIVE EXCELLENCE (INTELLIGENCE AND CREATIVITY) AND TWO GROUPS EXHIBITING DIFFERENT TYPES OF PSYCHOSOCIAL EXCELLENCE (MORALITY AND PSYCHOLOGICAL ADJUSTMENT) WERE INVESTIGATED USING A WIDE VARIETY OF MEASURES, PART OF WHICH WERE ESPECIALLY DEVELOPED FOR THIS RESEARCH. TRADITIONAL METHODS OF EVALUATING GIFTEDNESS HAVE DIVIDED CHILDREN INTO CATEGORIES OF HIGH OR LOW INTELLIGENCE, BUT RESULTS OF THIS STUDY INDICATE THERE ARE TWO OTHER USEFUL CATEGORIES OF COGNITIVE FUNCTIONING--"HIGH IQ WITHOUT CONCOMITANT HIGH CREATIVITY" AND "HIGH CREATIVITY WITHOUT CONCOMITANT HIGH IQ." THOSE STUDENTS REPRESENTING THESE CATEGORIES WERE FOUND TO BE EQUALLY SUPERIOR IN SCHOLASTIC ACHIEVEMENT TO THE POPULATION FROM WHICH THEY WERE DRAWN BUT THE TWO GROUPS DIFFER SHARPLY IN VALUE ORIENTATIONS, THEIR EFFECT UPON TEACHERS, THEIR FANTASY PRODUCTIONS, THEIR CAREER ASPIRATIONS, AND WERE FOUND TO COME FROM VERY DIFFERENT FAMILY ENVIRONMENTS. (AL)

ED 003 803 64

OCCASIONAL PAPERS ON PROGRAMED INSTRUCTION, I. PROGRAMED INSTRUCTION IN OTHER COUNTRIES.
BY- SCHRAMM, W. AND OTHERS
STANFORD UNIV., CALIF., INST.FOR COMMUNIC. RES.
REPORT NUMBER NDEA-VIIB-322-4 PUB DATE 63
EDRS PRICE MF-$0.18 HC-$3.68 92P.

DESCRIPTORS- *FOREIGN COUNTRIES, *PROGRAMED INSTRUCTION, *TEACHING MACHINES, CALIFORNIA, FRANCE, JAPAN, PROGRAMING, SOVIET UNION, STANFORD, UNITED KINGDOM,

REPORTS WERE PRESENTED ON THE DEVELOPMENT AND STATE-OF-THE-ART OF PROGRAMED INSTRUCTION IN THE UNITED KINGDOM, JAPAN, FRANCE, AND THE SOVIET UNION. KENNETH AUSTWICK, UNIVERSITY OF SHEFFIELD, HIGHLIGHTS THE PICTURE IN THE UNITED KINGDOM WHERE INTEREST HAS GROWN RAPIDLY SINCE 1961. THE AUTHOR POINTS OUT THAT PERHAPS THE MOST EXCITING WORK IS BEING DONE BY GORDON PASK IN THE UNITED KINGDOM, WHO IS DEVELOPING EXTRINSICALLY ADAPTIVE TEACHING MACHINES. HITOJI NISHIMOTO, DIRECTOR OF THE AUDIOVISUAL CENTER, INTERNATIONAL CHRISTIAN UNIVERSITY, REPORTS ON DEVELOPMENTS IN JAPAN, WHERE A BRIGHT FUTURE FOR TEACHING MACHINES AND PROGRAMED LEARNING IS PREDICTED. GEORGE DECOTE, BROOKLYN COLLEGE, NEW YORK, REVIEWS THE STATUS OF PROGRAMED INSTRUCTION IN FRANCE. PERSONNEL AND ORGANIZATIONS ACTIVE IN THE FIELD ARE DISCUSSED. DEVELOPMENTS IN THE SOVIET UNION ARE PRESENTED BY HARMAT VOGT, UNIVERSITY OF MARBURG. PARTICULAR ATTENTION IS DEVOTED TO CYBERNETICS IN THEORY AND PRACTICE IN SOVIET EDUCATION. NUMEROUS DEVELOPMENTS ARE REPORTED. (JC)

ED 003 804 64
FOUR CASE STUDIES OF PROGRAMED INSTRUCTION.
BY- SCHRAMM, WILBUR AND OTHERS
STANFORD UNIV., CALIF., INST.FOR COMMUNIC. RES.
REPORT NUMBER NDEA-VIIB-322-5 PUB DATE JUN 64
EDRS PRICE MF-$0.18 HC-$4.92 123P.

DESCRIPTORS- *PROGRAMED INSTRUCTION, *PROGRAMING PROBLEMS, *PROGRAMS, *STUDENT REACTION, *TEACHER ATTITUDES, AUTOINSTRUCTIONAL AIDS, CALIFORNIA, COLORADO, DENVER, FORD FOUNDATION, FUND FOR THE ADVANCEMENT OF EDUCATION, INSTRUCTION, MANHASSET, NEW YORK, PROGRAMED MATERIAL, PROGRAMED TEXTS, PROVO, SCHOOL SYSTEMS, SCHOOLS, STANFORD, TEACHER EVALUATION, TEACHING MACHINES, UTAH,

SEVERAL SCHOLARS, KNOWLEDGEABLE BOTH ABOUT SCHOOLS AND PROGRAMED INSTRUCTION, WERE ASKED TO LOOK AT A SCHOOL OR A SCHOOL SYSTEM WHERE PROGRAMED INSTRUCTION WAS IN USE, AND REPORT ON IT. SPECIFIC QUESTIONS POSED WERE--(1) WHAT HAD CERTAIN SCHOOLS DONE WITH PROGRAMED INSTRUCTION, (2) WHAT WERE THEIR REACTIONS TO THE EXPERIENCE, (3) WHAT PROBLEMS HAD THEY FOUND IN PUTTING THE METHOD INTO EFFECTIVE USE, AND (4) WHAT IS THE PRESENT OUTLOOK FOR PROGRAMED INSTRUCTION IN THE SCHOOLS. FOUR CASE STUDIES DEALING WITH THESE QUESTIONS ARE IN THIS REPORT--(1) PROGRAMED INSTRUCTION IN THE MANHASSET JUNIOR HIGH SCHOOL, (2) PROGRAMED INSTRUCTION IN DENVER, (3) EXPERIENCES WITH PROGRAMED MATERIALS IN THE CHICAGO AREA, AND (4) PROGRAMED INSTRUCTION IN A "CONTINUOUS PROGRESS" SCHOOL IN PROVO, UTAH. IN ADDITION TO AN INTRODUCTION BY WILBUR SCHRAMM, THERE IS A REPRODUCTION OF PART OF SCHRAMM'S EARLIER BOOK, "PROGRAMED INSTRUCTION TODAY AND TOMORROW," PUBLISHED BY THE FUND FOR ADVANCEMENT OF EDUCATION IN NOVEMBER 1962. SUGGESTIONS FOR FURTHER READING WERE ALSO INCLUDED. (JC)

ED 003 805 64
ABSTRACTS OF RESEARCH ON INSTRUCTIONAL TELEVISION AND FILM, VOLUME I.
BY- SCHRAMM, WILBUR AND OTHERS
STANFORD UNIV., CALIF., INST.FOR COMMUNIC. RES.
REPORT NUMBER NDEA-VIIB-322-6 PUB DATE APR 64
MISSOURI UNIV., COLUMBIA
PENNSYLVANIA STATE UNIV., UNIVERSITY PARK
EDRS PRICE MF-$0.36 HC-$9.60 240P.

DESCRIPTORS- *ABSTRACTING, *AUDIOVISUAL INSTRUCTION, *EDUCATIONAL RESEARCH, *INSTRUCTIONAL FILMS, *INSTRUCTIONAL TELEVISION, AUDIOVISUAL AIDS, CALIFORNIA, COLUMBIA, FILMS MISSOURI, PALO ALTO, PENNSYLVANIA, STANFORD, TELEVISION RESEARCH, UNIVERSITY PARK,

MACLENNAN AND REID ABSTRACTED THE EXPERIMENTAL LITERATURE PERTAINING TO INSTRUCTIONAL FILM RESEARCH SINCE 1950. HISTORICAL AND DESCRIPTIVE STUDIES, SURVEYS, SURVEYS OF RESEARCH, AND OTHER NONEXPERIMENTAL REPORTS ARE OMITTED. EACH ABSTRACT INCLUDES THE NUMBER AND DESCRIPTION OF SUBJECTS, CRITERION INSTRUMENTS, RELIABILITY AND VALIDITY DATA, AND STATISTICS USED (WHEN GIVEN). ALL FINISHED ABSTRACTS (EXCEPT DISSERTATIONS) WERE MAILED TO THEIR AUTHORS, WHEN THEY COULD BE LOCATED, FOR COMMENTS BEFORE THE FINAL TYPING. VOLUME ONE INCLUDES AN INTRODUCTORY SECTION BY LESLIE P. GREENHILL, WHO DISCUSSES THE TRENDS OF INSTRUCTIONAL FILM RESEARCH. (SEE ED 003 806 FOR VOLUME TWO) (JC)

ED 003 806 64
ABSTRACTS OF RESEARCH ON INSTRUCTIONAL TELEVISION AND FILM, VOLUME II.
BY- SCHRAMM, WILBUR
STANFORD UNIV., CALIF., INST.FOR COMMUNIC. RES.
REPORT NUMBER NDEA-VIIB-322-7 PUB DATE 63
EDRS PRICE MF-$0.36 HC-$8.88 222P.

DESCRIPTORS- *ABSTRACTING, *AUDIOVISUAL INSTRUCTION, *EDUCATIONAL RESEARCH, *INSTRUCTIONAL FILMS, *INSTRUCTIONAL TELEVISION, AUDIOVISUAL AIDS, CALIFORNIA, COLUMBIA, FILMS, MISSOURI, PALO ALTO, PENNSYLVANIA, TELEVISION RESEARCH, UNIVERSITY PARK,

THE EXPERIMENTAL LITERATURE PERTAINING TO INSTRUCTIONAL FILM RESEARCH SINCE 1950 HAS BEEN ABSTRACTED. THE ABSTRACTS ARE PRESENTED IN TWO VOLUMES. THIS IS VOLUME TWO. (SEE ED 003 805 FOR VOLUME ONE.) (JC)

ED 003 807 64
PROCEEDINGS OF THE NATIONAL CONFERENCE ON PROGRAMED AUDIOVISUAL INSTRUCTION IN MEDICAL AND DENTAL EDUCATION, LOS ANGELES, CALIFORNIA, APRIL 28-30, 1963.
BY- INGRAHAM, REX AND OTHERS
UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES
REPORT NUMBER NDEA-VIIB-305 PUB DATE SEP 63
CONTRACT OEC-3-16-009
EDRS PRICE MF-$0.36 HC-$9.44 236P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *AUDIOVISUAL INSTRUCTION, *DENTAL SCHOOLS, *MEDICAL SCHOOLS, *PROGRAMED INSTRUCTION, CALIFORNIA, CLOSED CIRCUIT TELEVISION, CONFERENCES, INFORMATION DISSEMINATION, LOS ANGELES, PROGRAMED MATERIALS, TEACHING MACHINES,

A NATIONAL 3-DAY CONFERENCE WAS HELD TO REPORT AND DISSEMINATE INFORMATION CONCERNING THE USES OF PROGRAMED INSTRUCTION AND ADVANCED AUDIOVISUAL MEDIA IN MEDICAL AND

DENTAL EDUCATION. THE REPORT ON THE CONFERENCE PROCEEDINGS WAS ORGANIZED INTO FIVE SECTIONS. SECTION ONE INCLUDED THE PAPERS PRESENTED AT THE CONFERENCE RELATING TO PROGRAMED INSTRUCTION (NONMACHINE ORIENTED). SECTION TWO INCLUDED THE PRESENTATIONS CONCERNING THE USE OF CLOSED CIRCUIT TELEVISION IN MEDICAL AND DENTAL TRAINING. SECTION THREE REPORTED ON AUDIOVISUAL PERFORMANCE AIDS. SECTION FOUR HIGHLIGHTED AUDIOVISUAL PRODUCTION TECHNIQUES. SECTION FIVE INCLUDED THE SPECIAL ADDRESS PRESENTED ON THE LAST DAY OF THE CONFERENCE. PARTICIPANTS WERE ASSIGNED TO SMALL STUDY GROUPS AND DIRECTED TO EVALUATE THE PRESENTATIONS AND REPORT THEIR CONCLUSIONS TO A FINAL, GENERAL SESSION. THESE CONCLUSIONS, ALONG WITH GUIDELINES AND RECOMMENDATIONS, WERE PRESENTED IN THE REPORT. TWO OF THE MAJOR RECOMMENDATIONS WERE--(1) CENTRAL SOURCES OF INFORMATION SHOULD BE ESTABLISHED FOR INFORMATION DISSEMINATION RELATIVE TO ADVANCED INSTRUCTIONAL MEDIA AND METHODS FOR MEDICAL AND DENTAL SCHOOLS, AND (2) PROVISIONS SHOULD BE MADE IN EACH INSTITUTION FOR CENTRALIZED AUDIOVISUAL FACILITIES AND A FULL-TIME STAFF. (JC)

ED 003 808 64

THE THREE R'S PLUS OR A NEW APPROACH TO EDUCATION'S PROBLEMS.
BY- OXHANDLER, EUGENE K. TAYLOR, ELEANOR C.
SYRACUSE UNIV., N.Y.
REPORT NUMBER NDEA-VIIB-387 PUB DATE 21 AUG 64
EDRS PRICE MF-$0.18 HC-$3.48 87P.

DESCRIPTORS- *CORE CURRICULUM, *EDUCATIONAL PROBLEMS, *EDUCATIONAL RESEARCH, *INSTRUCTIONAL TECHNOLOGY, *SYSTEMS APPROACH, AUTOMATION, EDUCATIONAL RESOURCES, EDUCATIONAL RESPONSIBILITY, NEW YORK, OPERATIONS RESEARCH, SYRACUSE, WORKSHOPS,

CONCERN OVER THE FOLLOWING QUESTIONS LED TO A CONFERENCE HELD APRIL 2-4, 1964, AT SYRACUSE UNIVERSITY--(1) WHAT POTENTIAL DO NEW TECHNOLOGIES HAVE FOR SOLVING SOME OF THE URGENT PROBLEMS IN THE FIELD OF EDUCATION AND (2) HOW CAN AN AUTOMATED SYSTEMS APPROACH, SPECIFICALLY OPERATIONS RESEARCH, BE APPLIED TO DEVELOP NEW DIMENSIONS FOR RESEARCH THAT WILL RESULT IN IMPROVED INSTRUCTION IN SCHOOLS. THIS MONOGRAPH WAS BASED ON MATERIAL PRESENTED DURING THE CONFERENCE WHICH WAS ATTENDED BY 40 LEADING EDUCATORS AND SCIENTISTS. HIGHLIGHTS OF DISCUSSIONS ON CONTRIBUTIONS, RESULTS, AND DIFFICULTIES OF OPERATIONS RESEARCH APPLICATION IN EDUCATION WERE DISCUSSED. PRIMARY AUTHORS WHOSE PAPERS WERE INCLUDED IN THE APPENDIX OF THE MONOGRAPH WERE (1) DR. RUSSELL L. ACKOFF, WHARTON SCHOOL OF FINANCE, (2) DR. CARL A. BENNETT, GENERAL ELECTRIC, (3) DR. ALEXANDER M. MOOD, OPERATIONS RESEARCH SOCIETY OF AMERICA, (4) DR. C. WEST CHURCHMAN, UNIVERSITY OF CALIFORNIA, AND (5) DR. LAWRENCE STOLUROW, UNIVERSITY OF ILLINOIS. (JC)

ED 003 809 64

INSTRUCTIONAL TECHNOLOGY AND MEDIA PROJECT, FIRST ADVISORY PANEL MEETING, NOVEMBER 29, 30, AND DECEMBER 1, 1964, LOS ANGELES, CALIFORNIA, SUMMARY.
BY- FINN, JAMES D.
UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES
REPORT NUMBER NDEA-VIIB-390-1 PUB DATE 64
EDRS PRICE MF-$0.09 HC-$0.72 18P.

DESCRIPTORS- *ADVISORY COMMITTEES, *INFORMATION DISSEMINATION, *INFORMATION SYSTEMS, *INSTRUCTIONAL TECHNOLOGY, *PUBLICATIONS, CHERRY HILL, COMMITTEES, EDUCATIONAL RESEARCH, EDUCATIONAL RESOURCES, INDEXING, INSTRUCTIONAL TECHNOLOGY AND MEDIA PROJECT, NEW JERSEY, RESEARCHERS,

A FIRST MEETING OF THE ADVISORY PANEL OF THE INSTRUCTIONAL TECHNOLOGY AND MEDIA PROJECT (ITM) WAS HELD IN LOS ANGELES ON NOVEMBER 29, 30, AND DECEMBER 1, 1964. THE FOLLOWING OBJECTIVES OF THE CURRENT ITM PROJECT WERE PRESENTED--(1) THE PROCUREMENT AND EDITING OF 10 MONOGRAPHS IN THE INSTRUCTIONAL TECHNOLOGY FIELD WHICH BRINGS TOGETHER RESEARCH DEALING WITH FAIRLY BROAD AREAS, (2) THE PRODUCTION OF SCRIPTS AND FILMS DEALING WITH INSTRUCTIONAL TECHNOLOGY, AND (3) THE CONTINUING SURVEILLANCE, STUDY, AND REPORTING OF NEW TECHNOLOGICAL DEVELOPMENTS AFFECTING EDUCATION. ONE IMPORTANT FUNCTION OF THE PANEL WAS TO APPROVE MONOGRAPH AND FILM TITLE AUTHORS. THE MEETING DIRECTED ATTENTION TO (1) THE MONOGRAPH SERIES, (2) THE INSTRUCTIONAL TECHNOLOGY MOVEMENT, (3) A SUMMARY OF TITLE VII (PARTS A AND B) RESEARCH, (4) A SAMPLE SURVEY ON FLOW OF INFORMATION ABOUT NEW MEDIA AMONG SCHOOL ADMINISTRATORS, (5) A SURVEY OF FILM PROGRAMS ON INSTRUCTIONAL TECHNOLOGY, AND (6) MAJOR AREAS TO BE CONSIDERED AT THE SECOND ADVISORY PANEL MEETING. (JC)

ED 003 810 64

INSTRUCTIONAL TECHNOLOGY AND MEDIA PROJECT, SECOND ADVISORY PANEL MEETING, APRIL 24, 25, AND 26, 1964, CHERRY HILL, NEW JERSEY, SUPPORTING PAPERS.
BY- TORKELSON, GERALD
UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES
REPORT NUMBER NDEA-VIIB-390-2 PUB DATE 64
EDRS PRICE MF-$0.09 HC-$1.72 43P.

DESCRIPTORS- *ADVISORY COMMITTEES, *INFORMATION DISSEMINATION, *INFORMATION SYSTEMS, *INSTRUCTIONAL TECHNOLOGY, *PUBLICATIONS, CHERRY HILL, COMMITTEES, EDUCATIONAL RESEARCH, EDUCATIONAL RESOURCES, INDEXING, INSTRUCTIONAL TECHNOLOGY AND MEDIA PROJECT, NEW JERSEY, RESEARCHERS,

A SECOND ADVISORY PANEL MEETING OF THE INSTRUCTIONAL TECHNOLOGY AND MEDIA PROJECT (ITM) WAS HELD ON APRIL 24, 25, AND 26, 1964, AT CHERRY HILL, N.J. VARIOUS REPORTS WERE GIVEN INCLUDING--(1) ITM PROJECT HOUSING REPORT, (2) 12 CONFERENCE AND MEETING REPORTS, (3) A STATUS REPORT ON ITM'S INFORMATION STORAGE AND RETRIEVAL SYSTEM, AND (4) A REPORT ON THE PUBLICATIONS PROGRAM OF THE EDUCATIONAL MEDIA BRANCH. DR. WILLIAM ALLEN, EDITORIAL DIRECTOR OF ITM, PRESENTED THE LATTER REPORT. ALLEN EXPLAINED THAT, ALTHOUGH THIS ACTIVITY EXPANDS ON THE DESIGNATED RESPONSIBILITY OF THE MONOGRAPH PREPARATION PHASE OF THE ITM PROJECT, IT SEEMED DESIRABLE TO PLACE THE MONOGRAPHS WITHIN PUBLICATIONS PROGRAM. FIVE TYPES OF DISSEMINATING ACTIVITIES AND FIVE AUDIENCE GROUPS WERE USED TO ILLUSTRATE THE IMPORTANCE OF PUBLICATIONS. REMEDIES TO CORRECT DEFICIENCIES IN REPORTING TO USERS WERE SUGGESTED. (JC)

ED 003 811 64

INSTRUCTIONAL TECHNOLOGY AND MEDIA PROJECT, THIRD ADVISORY PANEL MEETING, JANUARY 7, 8, AND 9, 1965, LOS ANGELES, CALIFORNIA, SUPPORTING PAPERS.
BY- FINN, JAMES D.
UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES

REPORT NUMBER NDEA-VIIB-390-3 PUB DATE 65
EDRS PRICE MF-$0.18 HC-$2.64 66P.

DESCRIPTORS- *ADVISORY COMMITTEES, *INFORMATION SYSTEMS, *INSTRUCTIONAL FILMS, *INSTRUCTIONAL TECHNOLOGY, *PUBLICATIONS, CALIFORNIA, FILMS, INFORMATION DISSEMINATION, INSTRUCTIONAL TECHNOLOGY AND MEDIA PROJECT, LOS ANGELES, RESEARCH PROJECTS,

THE INSTRUCTIONAL TECHNOLOGY AND MEDIA PROJECT (ITM) HELD A THIRD ADVISORY PANEL MEETING IN LOS ANGELES ON JANUARY 7, 8, AND 9, 1965. RELATIVE TO THE MEETING, THIS REPORT INCLUDES THE FOLLOWING DOCUMENTS AMONG OTHERS--(1) AN OUTLINE ON TECHNIQUES OF MULTI-STREEN-MULTI-MEDIA PRESENTATION, (2) FILM TREATMENTS WITH FORWARDING LETTERS TO THE U.S. OFFICE OF EDUCATION, (3) BRIEF STATUS REPORT ON ITM'S FILM PROJECT, (4) STATUS REPORT OF FILMS TO BE PRODUCED BY THE CINEMA DEPARTMENT, UNIVERSITY OF SOUTHERN CALIFORNIA, (5) AN ANALYSIS OF THE PUBLICATIONS PROGRAM OF THE EDUCATIONAL MEDIA BRANCH, (6) A PROPOSAL FOR A MONOGRAPH, "DESIGN IN MATERIALS OF INSTRUCTION", (7) A PROPOSAL FOR A MONOGRAPH, "NEW MEDIA AND INSERVICE EDUCATION," (8) A PROPOSAL FOR A MONOGRAPH, "AN ANALYSIS OF THE INTERNATIONAL EDUCATIONAL MEDIA PROBLEM," AND (9) THE PRESENT STATUS OF ITM'S INFORMATION STORAGE AND RETRIEVAL SYSTEM. (JC)

ED 003 812 64

A SELECTIVE BIBLIOGRAPHY ON NEW MEDIA AND INSTRUCTIONAL TECHNOLOGY.
BY- FINN, JAMES D. AND OTHERS
UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES
REPORT NUMBER NDEA-VIIB-390-4 PUB DATE APR 64
REPORT NUMBER STAFF PAPER NO-4
EDRS PRICE MF-$0.18 HC-$2.40 60P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *BIBLIOGRAPHY, *INSTRUCTIONAL AIDS, *INSTRUCTIONAL TECHNOLOGY, *PUBLICATIONS, BOOKLISTS, BOOKS, CALIFORNIA, COMPUTER ASSISTED INSTRUCTION, INSTRUCTION, INSTRUCTIONAL DESIGN, INSTRUCTIONAL IMPROVEMENT, INSTRUCTIONAL INNOVATION, INSTRUCTIONAL MATERIALS, INSTRUCTIONAL TECHNOLOGY AND MEDIA PROJECT, INSTRUCTIONAL TELEVISION, LOS ANGELES, PROGRAMED MATERIALS, TEACHING MACHINES,

A SELECTIVE BIBLIOGRAPHY ON NEW MEDIA AND INSTRUCTIONAL TECHNOLOGY HAS BEEN PREPARED. PUBLICATIONS HAVE BEEN LISTED UNDER THE FOLLOWING SECTIONS--(1) PUBLICATIONS OF THE TECHNOLOGICAL DEVELOPMENT PROJECT, (2) GENERAL AUDIOVISUAL REFERENCES, (3) AUDIOVISUAL EQUIPMENT, (4) IMPLICATIONS OF INSTRUCTIONAL TECHNOLOGY, (5) RESEARCH SUMMARIES, (6) COMMUNICATIONS THEORY, (7) LEARNING THEORY, (8) SPECIFIC NEWER TECHNOLOGIES, (9) GENERAL REFERENCES ON COMPUTERS OF INTEREST TO EDUCATORS, (10) INFORMATION STORAGE AND RETRIEVAL, (11) SCHOOL BUILDINGS AND THE NEW TECHNOLOGY, (12) ARTICLES CRITICAL OF INSTRUCTIONAL TECHNOLOGY, (13) NEWER DEVELOPMENTS LEADING TOWARD THE FUTURE, (14) PSYCHOLOGICAL TESTING, (15) PROFESSIONAL RIGHTS AND RESPONSIBILITIES OF TEACHERS, (16) INFORMATION ON EDUCATIONAL IMPLICATIONS OF AUTOMATION, (17) BIBLIOGRAPHIES, GUIDES, AND INDEXES, AND (18) INFORMATION ON PERIODICALS. (JC)

ED 003 813 64

AN INFORMATION INDEXING, STORAGE, AND RETRIEVAL SYSTEM FOR DOCUMENTS IN THE FIELD OF INSTRUCTIONAL TECHNOLOGY.
BY- FINN, JAMES D. BOLVIN, BOYD M.
UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES
REPORT NUMBER NDEA-VIIB-390-5 PUB DATE JUN 64
REPORT NUMBER STAFF PAPER NO. 2
EDRS PRICE MF-$0.09 HC-$1.28 32P.

DESCRIPTORS- *INDEXES (LOCATORS), *INDEXING, *INFORMATION RETRIEVAL, *INFORMATION STORAGE, *INSTRUCTIONAL TECHNOLOGY, ABSTRACTING, CALIFORNIA, INFORMATION DISSEMINATION, INSTRUCTIONAL TECHNOLOGY AND MEDIA PROJECT, LOS ANGELES, SYSTEMS ANALYSIS,

THIS PRELIMINARY STUDY FOR DEVELOPING A SYSTEM OF INDEXING MATERIAL ON INSTRUCTIONAL TECHNOLOGY INCLUDED--(1) A SURVEY AND REVIEW OF THE LITERATURE ON INFORMATION STORAGE AND RETRIEVAL, (2) AN EXAMINATION OF LOW-COST INFORMATION STORAGE AND RETRIEVAL SYSTEMS, (3) VISITS TO A NUMBER OF ORGANIZATIONS AND AGENCIES USING EITHER MANUAL OR MECHANIZED SYSTEMS RANGING IN COMPLEXITY FROM RELATIVELY INEXPENSIVE EDGE-NOTCHED CARDS TO EXPENSIVE COMPUTERS, (4) INTERVIEWS WITH KNOWLEDGEABLE PEOPLE IN THE FIELD, AND (5) THE DEVELOPMENT OF AN ADEQUATE INDEXING SYSTEM, CHECKED FOR ITS VALIDITY AND USEFULNESS BY THE STAFF OF THE INSTRUCTIONAL TECHNOLOGY AND MEDIA PROJECT AND BY MANY OTHERS IN THE FIELD. RECOMMENDATIONS FOR AN EQUAL-TERM INDEX AND ADDITIONAL PERSONNEL ON THE INDEXING STAFF HAD ALREADY BEEN IMPLEMENTED. OTHER RECOMMENDATIONS WERE TO BE IMPLEMENTED IN THE NEAR FUTURE. (JC)

ED 003 814 64

INSTRUCTIONAL PROGRAMMING PROCEDURES, A PROGRAMED COURSE IN THE BASIC METHODS AND TECHNIQUES OF PREPARING PROGRAMED INSTRUCTIONAL MATERIALS.
BY- DETERLINE, WILLIAM A.
DETERLINE, WILLIAM A., SAN ANTONIO, TEXAS
REPORT NUMBER NDEA-VIIB-479-1 PUB DATE 63
CONTRACT OEC-4-16-027
EDRS PRICE MF-$0.45 HC-$11.56 289P.

DESCRIPTORS- *PROGRAMED INSTRUCTION, *PROGRAMED TEXTS, *TEACHING MACHINES, SAN ANTONIO, TEXAS,

A PROGRAMED COURSE IN METHODS AND TECHNIQUES OF PREPARING PROGRAMED INSTRUCTIONAL MATERIALS WAS PRESENTED IN THIS DOCUMENT. AN ATTEMPT WAS MADE TO TEACH BASIC PROCEDURES WELL ENOUGH TO PRODUCE AN EMBRYO PROGRAMER AND TO PROVIDE HIM WITH REFERENCES HE WOULD NEED IN ORDER TO PRODUCE PROGRAMS. INCLUDED WERE PROGRAMED INSTRUCTIONS ON PREPARATORY STEPS, WRITING THE ACTUAL TEACHING SEQUENCES, AND THE NECESSARY TEST-AND-REVISE PROCESS THAT FOLLOWS. RELATED DOCUMENTS ARE ED 003 815 AND ED 003 816. (ED)

ED 003 815 64

INSTRUCTOR'S GUIDE FOR INSTRUCTIONAL PROGRAMMING PROCEDURES.
BY- DETERLINE, WILLIAM A.
DETERLINE, WILLIAM A., SAN ANTONIO, TEXAS
REPORT NUMBER NDEA-VIIB-479-2 PUB DATE 64
EDRS PRICE MF-$0.09 HC-$0.80 20P.

DESCRIPTORS- *PROGRAMED INSTRUCTION, *PROGRAMED TEXTS, *TEACHING GUIDES, SAN ANTONIO, TEACHING MACHINES, TEXAS,

AN INSTRUCTOR'S GUIDE SUMMARIZED THE AUTHOR'S VIEW TOWARD PROGRAMED INSTRUCTION MATERIAL OBJECTIVES, SUBJECT MATTER CONTENT, AND TRYOUT DATA. A COPY OF THE POST-TEST FOR THIS PROGRAMED COURSE IS INCLUDED. RELATED DOCUMENTS ARE ED 003 814 AND ED 003 816. (LP)

ED 003 816 64

INSTRUCTIONAL PROGRAMMING PROCEDURES, APPENDIX.
BY- DETERLINE, WILLIAM A.
DETERLINE, WILLIAM A., SAN ANTONIO, TEXAS
REPORT NUMBER NDEA-VIIB-479-3 PUB DATE 63
EDRS PRICE MF-$0.09 HC-$1.00 25P.

DESCRIPTORS- *PROGRAMED INSTRUCTION, PROGRAMED TEXTS, SAN ANTONIO, TEACHING MACHINES, TEXAS,

THE APPENDIX TO THE COURSE ON INSTRUCTIONAL PROGRAMING PROCEDURES (ED 003 814, ED 003 815) CONTAINS A NUMBER OF PAPERS FOR STUDENTS TO USE IN WRITING SUMMARY STATEMENTS OF CERTAIN RULES AND TECHNIQUES. IN ADDITION, THE APPENDIX CONTAINS SEVERAL CHECKLISTS AND "DECISION FLOW CHARTS" WHICH ARE TO BE USED IN WRITING FRAMES AND SEQUENCES OF FRAMES. THE AUTHOR POINTS OUT THAT THE PROGRAM TEACHES THE STUDENT HOW TO USE EACH CHECKLIST AND GUIDE, AND THAT THE RULES OF PROCEDURE ARE TO BE WRITTEN ONLY AFTER THE PROGRAM HAS MADE THEM MEANINGFUL. (JC)

ED 003 817 24

PRINCIPLES FOR PROGRAMING LEARNING MATERIALS IN SELF-INSTRUCTIONAL DEVICES FOR MENTALLY-RETARDED CHILDREN. FINAL REPORT.
BY- STOLUROW, LAWRENCE M.
ILLINOIS UNIV., URBANA
REPORT NUMBER CRP-661 PUB DATE 63
EDRS PRICE MF-$0.36 HC-$9.32 233P.

DESCRIPTORS- *AUTOINSTRUCTIONAL AIDS, *EDUCABLE MENTALLY HANDICAPPED, *PROGRAMED MATERIALS, ILLINOIS, TEACHING TECHNIQUES, URBANA,

PRINCIPLES FOR PROGRAMING INSTRUCTIONAL MATERIALS FOR TEACHING MENTAL RETARDATES WERE DEVELOPED FROM CONCEPTS DERIVED FROM A THEORY PREVIOUSLY DEVELOPED BY THE AUTHOR. THE THEORY PLACED EMPHASIS ON THE CUEING FUNCTION IN THE STIMULUS CONTROL OF BEHAVIOR. RELEVANT SECTIONS OF THE THEORY AND RELATED RESEARCH WERE DESCRIBED. SEPARATE EXPERIMENTS WERE CONDUCTED FOR (1) GROUPING AND SPACING OF FRAMES WITH COMMON STIMULUS ELEMENTS - RECOGNITION AND RECALL UNDER STIMULUS CONTROL, (2) SEQUENCING COMPLEX ASSOCIATIVE PARADIGMS THAT ARE TAUGHT IN BOTH A FORWARD AND BACKWARD DIRECTION, (3) PROMPTING VERSUS CONFIRMATION SEQUENCES AND OVERLEARNING IN THE AUTOMATED TEACHING OF SIGHT VOCABULARY, (4) PROMPTING, CONFIRMATION, AND VANISHING IN THE AUTOMATED TEACHING OF A SIGHT VOCABULARY, AND (5) APPLYING A COMPUTER-PREPARED PROGRAM FOR AUTOMATED FRAME WRITING. SOME OF THE FINDINGS WERE THAT (1) OPTIMUM SEQUENCE OF MATERIAL FOR THE LEARNER COULD BE CONTINGENT UPON HIS APTITUDES OR ABILITIES, (2) EXPLICIT RULES FOR GENERATING PROGRAMS COULD BE BUILT INTO THE PROGRAMING USED BY THE COMPUTER IN WRITING FRAMES, (3) USE OF A PROMPTING STIMULUS-RESPONSE (S-R) SEQUENCE PRODUCED MORE RAPID LEARNING THAN USE OF A CONFIRMATION S-R SEQUENCE, AND (4) A COMPUTER-PREPARED PROGRAM TO GENERATE INSTRUCTIONAL MATERIALS APPEARED SUCCESSFUL IN PRODUCING A CHANGE IN THE SUBJECT'S ABILITY TO EXPRESS HIMSELF. (RS)

ED 003 818 24

DEDUCTIVE REASONING IN ADOLESCENCE--CRITICAL THINKING READINESS IN GRADES 1-12, PHASE 1.
BY- ENNIS, ROBERT H. PAULUS, DIETER
STATE UNIV. OF N.Y., ITHACA
REPORT NUMBER CRP-1680 PUB DATE 65
EDRS PRICE MF-$0.45 HC-$12.56 314P.

DESCRIPTORS- *COGNITIVE DEVELOPMENT, *CRITICAL THINKING, *LOGICAL THINKING, ADOLESCENTS, COGNITIVE PROCESSES, ITHACA, NEW YORK, THOUGHT PROCESSES,

THIS STUDY DEALT WITH THE CONCEPT OF DEDUCTIVE LOGIC AND ITS USE BY ADOLESCENTS, AGES 10-18. TWO EMPIRICAL QUESTIONS OF CONCERN IN THIS STUDY WERE (1) THAT OF READINESS FOR MASTERY OF LOGIC AND (2) THAT OF THE NATURAL-CULTURAL DEVELOPMENT OF MASTERY OF LOGIC. TWO DEDUCTION TESTS WERE DEVELOPED, ONE FOR EACH OF THE TYPES OF LOGIC TREATED. THEY WERE THE CORNELL CONDITIONAL-REASONING TEST, FORM X, AND THE CORNELL CLASS-REASONING TEST, FORM X. THE TESTING OF 803 SUBJECTS LED TO (1) THE SPECIFICATION OF A SET OF PRINCIPLES OF TWO MAJOR TYPES OF LOGIC, CONDITIONAL LOGIC AND CLASS LOGIC, (2) TWO LOGIC TESTS, (3) A THEORY OF OPERATIONAL DEFINITIONS, AND (4) AN ANALYSIS OF PIAGET'S CONCEPTION OF LOGIC. (GD)

ED 003 819 24

A PRELIMINARY STUDY OF THE STRUCTURE OF ENGLISH USED BY NEGRO AND PUERTO RICAN SPEAKERS IN NEW YORK CITY.
BY- LABOV, WILLIAM AND OTHERS
COLUMBIA UNIV., NEW YORK
REPORT NUMBER CRP-3091 PUB DATE 65
EDRS PRICE MF-$0.18 HC-$2.52 63P.

DESCRIPTORS- *ETHNIC GROUPS, *LANGUAGE PATTERNS, *LANGUAGE SKILLS, *ORAL ENGLISH, *STRUCTURAL ANALYSIS, INTERVIEWS, LINGUISTICS, NEGRO, NEW YORK, NEW YORK CITY, TAPE RECORDINGS,

CERTAIN FUNDAMENTAL QUESTIONS ON DIFFERENCES IN LINGUISTIC STRUCTURE AND FUNCTION WERE STUDIED IN A PRELIMINARY PROJECT. DURING A 5-MONTH PERIOD, 75 EXPLORATORY AND 25 SUPPLEMENTARY TAPE INTERVIEWS WERE CONDUCTED. INDIVIDUAL AND GROUP INTERVIEWS WERE RECORDED FOR PREADOLESCENT, ADOLESCENT, AND ADULT NEGRO SUBJECTS. THE INTERVIEW SCHEDULE WAS DEVELOPED TO INCLUDE A FULL RANGE OF LINGUISTIC BEHAVIOR CHARACTERISTICS. ANALYSES INCLUDED ISOLATION OF THE CHIEF LINGUISTIC VARIABLES RESPONSIBLE FOR STRUCTURAL CONFLICT BETWEEN NONSTANDARD ENGLISH AND STANDARD ENGLISH. WITH THE SUGGESTION THAT THEY MIGHT SERVE TO DIRECT THE THINKING OF READING TEACHERS ALONG LINES WHICH HAVE BEEN IGNORED IN THE PAST, TENTATIVE CONCLUSIONS WERE PRESENTED ON THE (1) EFFECT OF FOLLOWING VOWELS IN REALIZING FINAL CONSONANTS, (2) INFORMATION PROVIDED BY FINAL CONSONANTS, (3) ANALYSIS OF ORAL READING, (4) TESTING OF PERCEPTUAL ABILITY, AND (5) BEST GRAMMAR TO TEACH. (RS)

ED 003 820 24

THE EFFECT OF FOUR PROGRAMS OF READING INSTRUCTION WITH VARYING EMPHASIS ON THE REGULARITY OF GRAPHEME-PHONEME CORRESPONDENCES AND THE RELATION OF LANGUAGE STRUCTURE TO MEANING ON ACHIEVEMENT IN FIRST GRADE READING.
BY- RUDDELL, ROBERT B.
CALIFORNIA UNIV., BERKELEY
REPORT NUMBER CRP-2699 PUB DATE 65
CONTRACT OEC-SAE-2699
EDRS PRICE MF-$0.27 HC-$7.76 194P.

DESCRIPTORS- *GRAPHEME, *PHONEMES, *READING ACHIEVEMENT, *READING COMPREHENSION, *WORD RECOGNITION, BERKELEY, CALIFORNIA, GRADE 1, LANGUAGE PATTERNS, LINGUISTICS, READING IMPROVEMENT, READING PROGRAMS, READING RESEARCH, READING SKILLS,

THE PRIMARY OBJECTIVE OF THE STUDY WAS TO INVESTIGATE THE EFFECT UPON WORD RECOGNITION AND READING COMPREHENSION SKILLS OF FOUR READING PROGRAMS. THESE PROGRAMS VARIED IN (1) THE DEGREE OF REGULARITY OF GRAPHEME-PHONEME CORRESPONDENCES PROGRAMED INTO THE VOCABULARY PRESENTED AND (2) THE EMPHASIS ON LANGUAGE STRUCTURE AS RELATED TO MEANING. FOUR EXPLORATORY QUESTIONS WERE DEVELOPED TO STUDY THE RELATIONSHIP BETWEEN THE INDEPENDENT BACKGROUND VARIABLES OF MENTAL AGE, SOCIOECONOMIC STATUS, SEX, AND CHRONOLOGICAL AGE AND THE DEPENDENT VARIABLES OF WORD RECOGNITION AND READING COMPREHENSION. STUDENTS FROM 24 FIRST-GRADE CLASSROOMS WERE GIVEN 2 EXISTING READING PROGRAMS AND 2 PROGRAMS DEVELOPED TO MEET THE SPECIFIC NEEDS OF THIS STUDY. IT WAS CONCLUDED THAT THE FIRST-GRADE READING PROGRAMS POSSESSING A HIGH DEGREE OF CONSISTENCY IN GRAPHEME-PHONEME CORRESPONDENCES PRODUCED SIGNIFICANTLY HIGHER (1) WORD READING, (2) WORD STUDY DRILLS, AND (3) REGULAR WORD IDENTIFICATION ACHIEVEMENT THAN THOSE PROGRAMS OFFERING LITTLE PROVISION FOR CONSISTENT CORRESPONDENCES. THE NEED FOR MORE CAREFULLY DESIGNED LONGITUDINAL READING RESEARCH STUDIES WAS DISCUSSED. (GD)

ED 003 821 24

IMPROVING READING SKILLS BY TEACHING RULES OF GRAMMAR.
BY- BLUMENFELD, J.P. AND OTHERS
SUL ROSS STATE COLL., ALPINE, TEX.
REPORT NUMBER CRP-2599 PUB DATE 65
EDRS PRICE MF-$0.18 HC-$3.52 88P.

DESCRIPTORS- *CLOZE PROCEDURE, *GRAMMAR, *READING COMPREHENSION, *READING IMPROVEMENT, *READING INSTRUCTION, ALPINE, ENGLISH INSTRUCTION, READING SKILLS, TEXAS,

THIS PILOT STUDY ATTEMPTED (1) TO DETERMINE THOSE GRAMMATICAL CONSTRAINTS IN ENGLISH WHICH SEEM MOST SIGNIFICANTLY RELATED TO READING SKILL AND (2) TO DISCOVER WHETHER TRAINING IN THOSE GRAMMATICAL CONSTRAINTS COULD IMPROVE READING SKILL. USING CLOZE TESTS, WHICH ARE PASSAGES WITH WORDS DELETED IN SOME SYSTEMATIC FASHION, STUDENTS WERE ASKED TO REPLACE THE DELETED WORDS. THE REPLACED WORDS MUST BE PREDICTED FROM THE CONSTRAINTS EXERTED BY THE REMAINING WORDS. THE TEST RESULTS PROVIDED A MEASURE TO INDICATE WHICH GRAMMATIC CONSTRUCTIONS OR CONSTRAINTS GIVE STUDENTS THE MOST TROUBLE. ATTEMPTS TO IMPROVE READING SKILL BY TEACHING THESE CONSTRAINTS RESULTED IN ONE SUCCESSFUL AND ONE UNSUCCESSFUL EXPERIMENT. THE BULK OF THIS REPORT IS A COLLECTION OF ARTICLES RELATED TO USE OF CLOZE TESTS TO ANALYZE WORD CLASSES AND MEASURE EFFICIENCY OF WRITTEN MATERIALS IN CONVEYING NEW INFORMATION. IT WAS GENERALLY CONCLUDED THAT A KNOWLEDGE OF GRAMMATICAL CONSTRAINTS IN ENGLISH FACILITATES THE COMPREHENSION OF DIFFICULT PROSE. (AL)

ED 003 822 24

SEQUENTIAL CHARACTERISTICS OF LANGUAGE.
BY- JOHNSON, NEAL F.
OHIO STATE UNIV., COLUMBUS, RESEARCH FOUNDATION
REPORT NUMBER CRP-1996 PUB DATE 65
EDRS PRICE MF-$0.27 HC-$5.36 134P.

DESCRIPTORS- *GRAMMAR, *LANGUAGE ABILITY, *LANGUAGE RESEARCH, *REINFORCEMENT, *SEQUENTIAL LEARNING, COLUMBUS, LANGUAGE INSTRUCTION, OHIO, STRUCTURAL ANALYSIS,

THIS RESEARCH EXAMINED THE WAYS SUBJECTS USE SUCH A STRUCTURAL DEVICE AS GRAMMAR IN THEIR ATTEMPTS TO RECALL OR PRODUCE BEHAVIOR SEQUENCES IN LANGUAGE INSTRUCTION. RESEARCH TECHNIQUES TO STUDY THE BEHAVIORAL CORRELATES OF THE UTILIZATION OF RULES IN THE GENERATION OF LANGUAGE BEHAVIOR WERE DEVELOPED. THESE TECHNIQUES WERE THEN USED TO STUDY THE WAY SUBJECTS USE THE RULES IN RESPONSE GENERATION. THE EXPERIMENTAL TASK WAS A PAIRED-ASSOCIATE LEARNING SITUATION IN WHICH SUBJECTS LEARNED SENTENCES AS RESPONSES TO DIGIT STIMULI. IT WAS CONCLUDED THAT THE AVAILABLE EVIDENCE INDICATES THAT SUBJECTS DO USE PHRASE-STRUCTURE RULES AS OPPOSED TO ITEM-TO-ITEM ASSOCIATIONS WHEN THEY ARE ATTEMPTING TO RECALL LANGUAGE SEQUENCES. (GD)

ED 003 823 24

SOCIAL AND ECONOMIC CHARACTERISTICS OF THE COLLEGE POPULATION AND OTHERS WITH SOME COLLEGE TRAINING.
BY- JAFFE, A.J. ADAMS, WALTER
COLUMBIA UNIV., NEW YORK, BUR. OF APP. SOC. RES.
REPORT NUMBER CRP-1269 PUB DATE 65
REPORT NUMBER BR-5-0821
EDRS PRICE MF-$0.09 HC-$2.12 53P.

DESCRIPTORS- *CENSUS FIGURES, *COLLEGE ATTENDANCE, *DROPOUT RATE, *EDUCATIONAL BACKGROUND, *ENROLLMENT TRENDS, ATTENDANCE, COLLEGE ADMISSION, COLLEGES, DEMOGRAPHY, DROPOUTS, EDUCATIONAL CHANGE, ENROLLMENT, ENROLLMENT RATE, INDUSTRIALIZATION, NEW YORK, NEW YORK CITY, STATISTICAL DATA, STUDENT ENROLLMENT,

RESEARCH WAS DIRECTED TOWARD ANSWERING THE FOLLOWING THREE QUESTIONS--(1) WHO IS NOT GOING TO COLLEGE AND WHO IS LIKELY TO GO IN THE FUTURE, (2) WHAT MAY BE THE COLLEGE ENROLLMENT BY 1975, AND (3) TO WHAT EXTENT DOES MODERN TECHNOLOGY REQUIRE INCREASED EDUCATION ON THE PART OF THE WORKERS. ALL ANALYSES WERE BASED ON DATA ALREADY COLLECTED BY THE U.S. CENSUS BUREAU, THE OFFICE OF EDUCATION, OR PRIVATE SURVEY FILMS. THE DATA WERE ANALYZED USING REGULAR DEMOGRAPHIC METHODS (AS DESCRIBED IN A.J. JAFFE, "HANDBOOK OF STATISTICAL METHODS FOR DEMOGRAPHERS"). CONSIDERABLE USE WAS MADE OF THE 1960 CENSUS OF POPULATION, ESPECIALLY THE VOLUME, "EDUCATIONAL ATTAINMENT," AND THE ONE-IN-A-THOUSAND TAPE (SOLD BY THE CENSUS BUREAU) WHICH WAS TABULATED ON A COMPUTER. MAJOR CONCLUSIONS WERE--(1) BY 1975, THE ANNUAL ENROLLMENT OF HIGH SCHOOL GRADUATES COULD BE ABOUT 3 MILLION, FIRST-TIME STUDENTS ENROLLED IN 4-YEAR COLLEGES ABOUT 1.1 MILLION, AND TOTAL ENROLLMENT IN 4-YEAR COLLEGES ABOUT 5 MILLION, (2) IT IS DIFFICULT, IF NOT IMPOSSIBLE, TO ESTIMATE 1975 ENROLLMENT IN 2-YEAR INSTITUTIONS BECAUSE OF THEIR OPEN DOOR POLICY, (3) TECHNOLOGICAL CHANGE DOES NOT AUTOMATICALLY REQUIRE WORKERS TO HAVE ADDITIONAL FORMAL SCHOOLING, AND (4) GRADUATION FROM HIGH SCHOOL WILL NOT AUTOMATICALLY GUARANTEE EMPLOYMENT FOR JOB SEEKERS WHEN JOB SHORTAGES EXIST. (JC)

ED 003 824 24
LEGAL ASPECTS OF STUDENT TEACHING.
BY- SWALLS, FRED
INDIANA STATE UNIV., TERRE HAUTE
REPORT NUMBER CRP-S-075 PUB DATE 65
REPORT NUMBER BR-5-8234
EDRS PRICE MF-$0.18 HC-$2.52 63P.

DESCRIPTORS- *COURT LITIGATION, *LEGAL PROBLEMS, *STATE LAWS, *STUDENT TEACHING, *TEACHER RESPONSIBILITY, INDIANA, INSTITUTIONS, OPINIONS, PUBLIC SCHOOLS, RESPONSIBILITY, TERRE HAUTE,

THE LEGAL POSITION OF STUDENT TEACHERS WAS STUDIED. A SURVEY OF STATUTES, ATTORNEY GENERALS' OPINIONS, AND CASE LAWS IN 10 STATES WAS CONDUCTED. THE LEGAL ASPECTS OF STUDENT TEACHING SURVEYED WERE (1) THE LIABILITY FOR PUPIL INJURY, (2) THE AUTHORITY TO REGULATE PUPIL CONDUCT, AND (3) THE LEGAL RESPONSIBILITY OF PUBLIC SCHOOL CORPORATIONS AND OF SPONSORING INSTITUTIONS. SOURCE MATERIAL WAS OBTAINED FROM CALIFORNIA, CONNECTICUT, INDIANA, KENTUCKY, NEW JERSEY, NEW YORK, OREGON, PENNSYLVANIA, WASHINGTON, AND WEST VIRGINIA. AN ANALYSIS OF PREVIOUS STUDIES RELATED TO THE STUDY WAS MADE AND DOCUMENTED. CONCLUSIONS WERE PRESENTED FOR EACH OF THE ASPECTS STUDIED. GENERALLY, THE RECOMMENDATIONS MADE WERE (1) EACH STATE SHOULD ENACT LEGISLATION TO AUTHORIZE STUDENT TEACHING IN THE PUBLIC SCHOOLS AND DEFINE THE AUTHORITY DELEGATED TO THE STUDENT TEACHER, (2) SAVE-HARMLESS STATUTES SHOULD BE PROVIDED OR REVISED TO COVER STUDENT TEACHERS, (3) STATES OPERATING UNDER THE RULE OF GOVERNMENTAL IMMUNITY SHOULD PROVIDE INSURANCE PROTECTION TO STUDENT TEACHERS AND SUPERVISING TEACHERS, (4) STATE DEPARTMENTS OF EDUCATION SHOULD ESTABLISH RULES TO GUIDE CONDUCT OF STUDENT-TEACHING PROGRAMS IN PUBLIC SCHOOLS. (AL)

ED 003 825 24
ATTITUDES TOWARD DE FACTO SEGREGATION IN A NORTHERN CITY.
BY- MARASCUILO, LEONARD A.
CALIFORNIA UNIV., BERKELEY
REPORT NUMBER CRP-5-199 PUB DATE 65
REPORT NUMBER BR-5-8005
EDRS PRICE MF-$0.36 HC-$10.64 266P.

DESCRIPTORS- *COMMUNITY ATTITUDES, *DEFACTO SEGREGATION, *NORTHERN SCHOOLS, *PUBLIC OPINION, *SURVEYS, BERKELEY, CALIFORNIA, DE FACTO SEGREGATION STUDY REPORT (1963), NEGRO STUDENTS, PROGRAM IMPROVEMENT, QUESTIONNAIRES, RESEARCH COMMITTEES,

A SURVEY WAS CONDUCTED OF OPINIONS HELD BY ADULT CITIZENS OF BERKELEY, CALIFORNIA, CONCERNING RECOMMENDATIONS FOR SCHOOL INTEGRATION MADE BY A DE FACTO SEGREGATION STUDY COMMITTEE. QUESTIONNAIRES WERE ADMINISTERED TO A STRATIFIED-CLUSTER SAMPLE OF 936 ADULTS. THE RESULTS WERE PRESENTED IN TWO SECTIONS--(1) DEMOGRAPHIC AND SOCIOECONOMIC CHARACTERISTICS OF THE SAMPLE POPULATION AND (2) ATTITUDES, AS REPORTED, OF THE RESPONDENTS TOWARD THE RECOMMENDATIONS MADE IN THE STUDY REPORT. GENERAL CONCLUSIONS WERE THAT (1) SCHOOL BOUNDARY CHANGES TO ACHIEVE RACIAL BALANCE WERE ACCEPTABLE TO A MAJORITY OF ADULTS BUT WOULD MEET SIGNIFICANT OPPOSITION FROM SOME ESTABLISHED WHITE MEMBERS OF THE COMMUNITY, (2) PROGRAMS FOR THE DISADVANTAGED WERE ACCEPTABLE AND GIVEN DEFINITE SUPPORT BY THE COMMUNITY AT LARGE, AND (3) REDUCTION OF ABILITY GROUPING (PLACEMENT OF CHILDREN IN CLASSES ACCORDING TO THEIR ACHIEVEMENT RATING) TO ACHIEVE RACIAL BALANCE IN THE CLASSROOM WAS NOT SUPPORTED. (RS)

ED 003 826 24
A PROJECT TO STUDY THE NATURE OF EFFECTIVE PHYSICS TEACHING.
BY- SNIDER, RAY M.
CORNELL UNIV., ITHACA, N.Y.
REPORT NUMBER CRP-S-280 PUB DATE 65
EDRS PRICE MF-$0.54 HC-$13.64 341P.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *CLASSROOM RESEARCH, *EFFECTIVE TEACHING, *PHYSICS INSTRUCTION, *STUDENT TEACHER RELATIONSHIP, FLANDERS METHOD, HIGH SCHOOLS, ITHACA, NEW YORK, PHYSICS, PHYSICS CURRICULUM, VERBAL COMMUNICATION,

THE FLANDERS METHOD OF INTERACTION ANALYSIS WAS EMPLOYED IN AN ANALYTICAL STUDY OF HIGH SCHOOL PHYSICS TEACHING. THE STUDY OBJECTIVES WERE (1) TO DESCRIBE THE CHARACTERISTICS AND PATTERNS OF TEACHER-STUDENT VERBAL INTERACTION IN HIGH SCHOOL CLASSROOMS, (2) TO DETERMINE RELATIONSHIPS BETWEEN TEACHER EFFECTIVENESS, AS MEASURED BY SELECTED ASPECTS OF STUDENT ACHIEVEMENT, AND FLEXIBILITY OF TEACHER INFLUENCE, AND (3) TO PROVIDE A STORE OF USEFUL DATA ON THE DISCOURSE OF HIGH SCHOOL PHYSICS CLASSES WHICH WILL FACILITATE FURTHER ANALYSES. CLASSES WERE OBSERVED FOR 4 CONSECUTIVE DAYS IN THE FALL AND 3 CONSECUTIVE DAYS IN THE SPRING (1964-65). DATA GATHERED DURING THESE PERIODS WERE ANALYZED USING A CONTROL DATA 1604 COMPUTER. IT WAS CONCLUDED THAT (1) THE FLANDERS METHOD OF INTERACTION ANALYSIS WAS A FEASIBLE METHOD FOR ACQUIRING USEFUL DATA CONCERNING WHAT TAKES PLACE IN THE HIGH SCHOOL PHYSICS CLASSROOM, (2) THERE IS LITTLE OR NO TEACHING TO CULTIVATE STUDENT INQUIRY IN THE HIGH SCHOOL PHYSICS LABORATORY, AND (3) STUDENT GAINS WERE FOUND IN THIS STUDY TO BE LIMITED TO SUBJECT MATTER FACTS AND CONCEPTS. SINCE UNDERSTANDINGS OF THE NATURE OF SCIENCE (PROCESS, METHODS, AIMS) ARE CONSIDERED IMPORTANT, THE LACK OF GAIN ON THIS TEST RAISES SERIOUS QUESTIONS ABOUT THE CURRICULUM AND PHYSICS TEACHING. (LP)

ED 003 827 24
SYSTEMATIC OBSERVATION OF VERBAL INTERACTION AS A METHOD OF COMPARING MATHEMATICS LESSONS.
BY- WRIGHT, E. MURIEL J. PROCTOR, VIRGINIA H.
WASHINGTON UNIV., ST.LOUIS, MO.
REPORT NUMBER CRP-816 PUB DATE JUN 61
EDRS PRICE MF-$0.54 HC-$15.20 380P.

DESCRIPTORS- *MATHEMATICS INSTRUCTION, *MEASUREMENT INSTRUMENTS, *OBSERVATION, *TEACHING METHODS, *VERBAL COMMUNICATION, COLLEGE INSTRUCTION, MISSOURI, SECONDARY

EDUCATION, ST. LOUIS, TEACHER EVALUATION, TEACHER IMPROVEMENT, WRIGHT PROCTOR OBSERVATIONAL INSTRUMENT,

VARIOUS PATTERNS OF VERBAL INTERACTION WERE INVESTIGATED BETWEEN PUPILS AND TEACHERS IN CLASSROOMS WHERE FOUR TYPES OF MATHEMATICS LESSONS WERE EMPLOYED. TO DETERMINE IF SIGNIFICANT DIFFERENCES EXISTED IN THE AMOUNT OF VERBAL INTERACTION IN THESE 4 APPROACHES, 12 SENIOR HIGH SCHOOL AND FRESHMAN COLLEGE MATHEMATICS CLASSES WERE USED TO TEST THE AUTHORS' DEVELOPED SCHEME OF SYSTEMATIC OBSERVATION CALLED THE WRIGHT-PROCTOR OBSERVATIONAL INSTRUMENT. DISTINCTIVE PATTERNS IN THE AREAS OF CONTENT, PROCESS, AND ATTITUDE WERE ESTABLISHED FOR THE 4 TYPES OF CLASSES INVESTIGATED. THE RESULTS SUPPORTED THE EFFICACY OF THE INSTRUMENT. THE OPPORTUNITIES FOR OBSERVATION MADE POSSIBLE AN EXTENSIVE REVISION OF THE OBSERVER'S MANUAL WHICH APPEARS AS AN APPENDIX TO THIS REPORT. (GD)

ED 003 828 24

VERBAL SKILLS OF SUPERIOR STUDENTS.
BY- ROTHNEY, JOHN W.M. SANBORN, MARSHALL P.
WISCONSIN UNIV., MADISON
REPORT NUMBER CRP-S-036 PUB DATE 65
EDRS PRICE MF-$0.18 HC-$2.36 59P.

DESCRIPTORS- *HIGH SCHOOL STUDENTS, *STUDENT IMPROVEMENT, *SUPERIOR STUDENTS, *VERBAL ABILITY, *VERBAL TESTS, GRADE 10, GRADE 12, HIGH ACHIEVERS, LEARNING PROCESSES, MADISON, TESTING, WISCONSIN,

THE VALUE OF A NEW PROCEDURE FOR ASSESSING VERBAL PERFORMANCES OF SUPERIOR HIGH SCHOOL STUDENTS WAS STUDIED. THE INSTRUMENT CONSISTED OF TWO PARTS. IN PART A, THE STUDENT WAS GIVEN AN ANALOGY AND ASKED TO IDENTIFY THE MOST LOGICAL RELATIONSHIP BETWEEN THE TWO ELEMENTS IN IT. HE WAS THEN ASKED TO WRITE A DESCRIPTION OF THE RELATIONSHIP IDENTIFIED. PART B REQUIRED THE STUDENT TO CONSTRUCT AN ANALOGY STATEMENT COMPARABLE TO THE ONE GIVEN. PART A WAS DESIGNED TO STUDY THE STUDENT'S REASONING BEHIND THE ANALOGY HE PRODUCED IN PART B. IT WAS HYPOTHESIZED THAT ITEMS OF THIS NATURE MIGHT HELP DIFFERENTIATE STUDENTS CAPABLE OF ORIGINAL PERFORMANCE FROM THOSE WHO BECOME SKILLED IN RECOGNITION AND RECALL TASKS. EXPERIMENTAL ANALOGIES ITEMS WERE ADMINISTERED TO 143 10TH-GRADE AND 130 12TH-GRADE STUDENTS (MALES AND FEMALES). MEAN SCORES OF BOTH SOPHOMORES AND SENIORS WERE ALMOST TWICE AS HIGH ON ANALOGY RECOGNITION AS ON PRODUCTION. MEAN SCORES FOR BOYS AND GIRLS AT BOTH GRADE LEVELS SHOWED NEGLIGIBLE DIFFERENCES. IT WAS CONCLUDED THAT SCORES ON BOTH PARTS OF THE TEST WERE ASSOCIATED WITH GRADE IN SCHOOL WHICH IN TURN IS ASSOCIATED WITH AGE AND EXPERIENCE. HOWEVER, RESULTS IN PRODUCTION INDICATED LITTLE IMPROVEMENT FROM THE 10TH TO THE 12TH GRADES. (AL)

ED 003 829 24

NONINTELLECTIVE VARIABLES RELATED TO ACADEMIC ACHIEVEMENT OF BRIGHT JUNIOR HIGH SCHOOL BOYS.
BY- RINGNESS, THOMAS A.
WISCONSIN UNIV., MADISON
REPORT NUMBER CRP-S-035 PUB DATE 65
EDRS PRICE MF-$0.27 HC-$5.56 139P.

DESCRIPTORS- *GRADE 8, *HIGH ACHIEVERS, *LOW ACHIEVERS, *MALES, *PSYCHOLOGICAL PATTERNS, ADJUSTMENT (TO ENVIRONMENT), BILLS INDEX OF ADJUSTMENT, CALIFORNIA PSYCHOLOGICAL INVENTORY, CALIFORNIA TEST OF MENTAL MATURITY, DUNN'S VISUAL DISCRIMINATION TASK, IOWA TEST OF BASIC SKILLS, JUNIOR HIGH SCHOOLS, MADISON, STUDENT INTERESTS, STUDENT MOTIVATION, STUDENT PROBLEMS, STUDENT RESEARCH, STUDENTS, TESTS, THEMATIC APPERCEPTION TEST, WECHSLER INTELLIGENCE SCALE FOR CHILDREN, WISCONSIN,

IN PREVIOUS STUDIES, A NUMBER OF PERSONALITY VARIABLES, INCLUDING ADJUSTMENT, MOTIVE-TO-ACHIEVE, MOTIVE-TO-AFFILIATE, ACCEPTANCE OF SELF AND OTHERS, AND ACCEPTANCE OF ADULT VALUES HAVE BEEN STUDIED TO DETERMINE THEIR RELATIONSHIPS TO SCHOOL ACHIEVEMENT. INTERRELATIONSHIPS AMONG THESE VARIABLES WERE EXAMINED IN THIS STUDY. THE CALIFORNIA TEST OF MENTAL MATURITY WAS USED TO SELECT BRIGHT BOYS FROM GRADE 8, AND THE WECHSLER INTELLIGENCE SCALE FOR CHILDREN WAS USED TO CONFIRM SELECTION. THE 264 STUDENTS WERE INTERVIEWED AND TESTED WITH THE CALIFORNIA PSYCHOLOGICAL INVENTORY, BILLS INDEX OF ADJUSTMENT AND VALUES, AND A CARD SORT. GRADE POINT AVERAGES WERE OBTAINED AND THE IOWA TEST OF BASIC SKILLS WAS ADMINISTERED. THE HIGH AND LOW THIRDS OF THE GROUP WERE TESTED USING DUNN'S VISUAL DISCRIMINATION TASK, THEMATIC APPERCEPTION TEST AND MCCLELLAND'S PROJECTIVE TEST. RESULTS OF THE STUDY SHOWED THAT LOW ACHIEVERS DO NOT HAVE AS CLOSE TIES WITH HOME NOR DO THEY ACCEPT CONVENTIONAL VALUES AS MUCH AS DO HIGH ACHIEVERS. THE VARIOUS MEASURES TENDED TO CONFIRM EACH OTHER IN MEASUREMENT OF VARIABLES. FINDINGS CONFIRMED MANY FINDINGS OF EARLIER STUDIES OF NONINTELLECTIVE CHARACTERISTICS OF HIGH- AND LOW-ACHIEVING BRIGHT PUPILS. THIS CONFIRMATION SUGGESTS FUTURE RESEARCH SHOULD ATTEMPT TO MODIFY CERTAIN STUDENT CHARACTERISTICS BOTH IN THE LABORATORY AND IN THE FIELD. (AL)

ED 003 830 24

DEMONSTRATION OF THE SIGNIFICANCE OF A CONSULTANT-TEACHER FOR THE GIFTED TO A SMALL RURAL SECONDARY SCHOOL.
BY- ACKERMAN, PAUL R.
KANSAS STATE DEPT. OF PUBLIC INSTR., TOPEKA
REPORT NUMBER CRP-S-088 PUB DATE 65
EDRS PRICE MF-$0.18 HC-$2.44 61P.

DESCRIPTORS- *CONSULTANTS, *CURRICULUM DEVELOPMENT, *GIFTED, *HIGH SCHOOL STUDENTS, *INSTRUCTIONAL PROGRAMS, FACULTY, HIGH ACHIEVERS, INFORMATION DISSEMINATION, INSTRUCTION, KANSAS, REMEDIAL PROGRAMS, RESOURCE TEACHERS, RURAL AREAS, SMALL SCHOOLS, SPECIALISTS, SUPERIOR STUDENTS, TALENTED STUDENTS, TOPEKA, UNDERACHIEVERS,

THE EVALUATION AND DISSEMINATION OF INFORMATION CONCERNING THE EMPLOYMENT OF A TEACHER-CONSULTANT FOR THE GIFTED CHILD IN A RURAL SCHOOL DISTRICT WAS THE PRIMARY PROBLEM OF THIS STUDY. SPECIFICALLY, EFFORTS WERE DIRECTED TOWARD DETERMINING WHETHER (1) THE ADDITION OF A TEACHER-CONSULTANT ACTUALLY IMPROVES INSTRUCTION FOR THE GIFTED STUDENT, (2) SUCH A PROGRAM IS FINANCIALLY FEASIBLE FOR A SMALL RURAL DISTRICT, (3) SUCH A PROGRAM CAN BE ADMINISTERED BY PERSONS NOT SPECIALLY TRAINED IN SPECIAL EDUCATION ADMINISTRATION, (4) MORE EXTENSIVE GUIDELINES FOR INSTRUCTION AND TEACHER CERTIFICATION CAN BE DEVELOPED FROM THE DEMONSTRATION, AND (5) THE PROGRAM AFFECTS THE COMMUNITY. TWENTY STUDENTS (MEDIAN IQ OF 128 AND AGES 13.5 TO 17)

PARTICIPATED IN THE PROGRAM FOR 1 YEAR. PROCEDURES INVOLVED THE SCHEDULING OF THE PUPILS FOR SEMINARS AND A RESOURCE ROOM, THE DEVELOPMENT OF A SPECIAL CURRICULUM IN SCIENTIFIC METHOD, AND INSTITUTING "REMEDIAL" EDUCATIONAL METHODOLOGY. ALSO, THE CONSULTANT HAD MANY TASKS RELATED TO THE COMMUNITY, THE PARENTS OF THE CHILDREN, AND OTHER VOCATIONAL-ACADEMIC PERSONNEL OF THE SCHOOL. THE RESULTS WERE GENERALLY FAVORABLE, ALTHOUGH SEVERAL YEARS OF FOLLOWUP ARE NECESSARY TO ASCERTAIN THE LONGITUDINAL RESULTS OF THE METHODS EMPLOYED. (JC)

ED 003 831 24

SPECIAL LIBRARIES AND INFORMATION CENTERS.
BY- KRUZAS, ANTHONY T.
MICHIGAN UNIV., ANN ARBOR
REPORT NUMBER CRP-S-078 PUB DATE 65
CONTRACT OEC-4-10-215
EDRS PRICE MF-$0.09 HC-$1.80 45P.

DESCRIPTORS- *LIBRARIES, *LIBRARY MATERIALS, *LIBRARY SCIENCE, *LIBRARY SERVICES, *SPECIAL LIBRARIES, ANN ARBOR, COLLEGE LIBRARIES, LIBRARY EQUIPMENT, LIBRARY FACILITIES, MICHIGAN, PUBLIC LIBRARIES, QUESTIONNAIRES,

DATA PRESENTED IN THIS REPORT WERE BASED PRIMARILY ON QUESTIONNAIRE RESPONSES OBTAINED THROUGH A NATIONAL CENSUS OF SPECIAL LIBRARIES AND INFORMATION CENTERS. THE SURVEY WAS MADE DURING THE PERIOD FROM AUGUST 1961 TO FEBRUARY 1963. ALTHOUGH THERE WERE MORE THAN 10,000 ENTRIES IN THE PUBLISHED DIRECTORY, EXCLUSION OF CANADIAN LIBRARIES AND DELETION OF A NUMBER OF QUESTIONABLE ENTRIES REDUCED THE TOTAL TO 8,533. THROUGH A SERIES OF 23 TABLES, LIBRARY DATA ARE PRESENTED IN TERMS OF NUMBER, INSTITUTIONAL SETTING, MAIN SUBJECT INTEREST, SIZE AND COMPOSITION OF STAFF, VOLUME HOLDINGS, PERIODICAL SUBSCRIPTIONS, DATES OF ESTABLISHMENT, AND GEOGRAPHICAL DISTRIBUTION BY STATE AND METROPOLITAN CENTER. THE FIVE MAJOR ORGANIZATIONAL CATEGORIES ARE--(1) COLLEGES AND UNIVERSITIES, (2) COMMERCIAL AND INDUSTRIAL FIRMS, (3) GOVERNMENT AGENCIES, (4) PUBLIC LIBRARIES, AND (5) OTHER ORGANIZATIONS. (JC)

ED 003 832 24

A WINTER STUDY GROUP ON READING.
BY- FERGUSON, CHARLES A.
INDIANA UNIV. FOUNDATION, BLOOMINGTON
REPORT NUMBER CRP-G-008 PUB DATE 63
EDRS PRICE MF-$0.09 HC-$1.04 26P.

DESCRIPTORS- *CONFERENCES, *ELEMENTARY SCHOOLS, *READING INSTRUCTION, *READING RESEARCH, *RESEARCH OPPORTUNITIES, BLOOMINGTON, INDIANA, LINGUISTICS, PSYCHOLOGY, READING, READING IMPROVEMENT, RESEARCH PROJECTS, SPECIALISTS,

A STUDY GROUP ON READING WAS HELD AT INDIANA UNIVERSITY, BLOOMINGTON, INDIANA, FROM JANUARY 21 THROUGH JANUARY 26, 1963. THE PURPOSE OF THIS MEETING OF LEADING SCHOLARS, DRAWN CHIEFLY FROM THE FIELDS OF PSYCHOLOGY AND LINGUISTICS, WAS (1) TO EXPLORE THE STRENGTHS AND WEAKNESSES OF EXISTING THEORIES AND RESEARCH ON READING, (2) TO DISCUSS ITS TEACHING IN UNITED STATES ELEMENTARY SCHOOLS, AND (3) TO SUGGEST DIRECTIONS FOR FUTURE RESEARCH AND DEVELOPMENT. SEVEN MAJOR STATEMENTS ABOUT THE TEACHING OF READING GREW OUT OF THESE 6 DAYS OF DISCUSSION. RESEARCH PROJECTS WERE RECOMMENDED FOR EACH OF THE STATEMENTS. (LP)

ED 003 833 24

A PILOT PROJECT FOR THE DEVELOPMENT OF EDUCATIONAL RESEARCH TECHNIQUES AND PROCEDURES SUITABLE FOR THE MEASUREMENT OF INSTITUTIONAL STABILITY AND CHANGE.
BY- TURNEY, DAVID T.
KENT STATE UNIV., OHIO
REPORT NUMBER CRP-S-156 PUB DATE 65
EDRS PRICE MF-$0.18 HC-$5.00 125P.

DESCRIPTORS- *COMPUTER PROGRAMS, *FACULTY, *INSTITUTIONAL ENVIRONMENT, *STUDENT RECORDS, *SYSTEMS ANALYSIS, CALIFORNIA ACHIEVEMENT TESTS, INSTRUCTIONAL STAFF, IOWA TEST OF BASIC SKILLS, KENT, LABORATORY SCHOOLS, LONGITUDINAL STUDIES, MICHIGAN STATE M SCALES, MINNESOTA TESTS OF CREATIVE THINKING, OHIO, ROKEACH DOGMATISM SCALE, STUDENT EVALUATION, SYSTEMS APPROACH, TAYLOR MANIFEST ANXIETY SCALE,

THE PROBLEM INVESTIGATED IN THIS STUDY INVOLVED THE DEVELOPMENT OF TECHNIQUES AND PROCEDURES THAT COULD YIELD MEASURES OF INSTITUTIONAL STABILITY AND CHANGE ALONG A TIME CONTINUUM. THE STUDY FOCUSED ON THE PUPILS AND TEACHERS IN THE UNIVERSITY SCHOOL OF KENT STATE UNIVERSITY (658 PUPILS IN KINDERGARTEN CLASSES THROUGH GRADE 12 AND 29 INSTRUCTORS). IN THE FIRST PART OF THE STUDY, DATA PROCESSING METHODS WERE DEVELOPED FOR CODING AND STORING DATA ON THE PUPILS. TWO BASIC CARD DESIGNS, EMPLOYING COLOR CODING, WERE DEVELOPED. A COMPUTER PROGRAM WAS DEVELOPED TO COMPUTE THE MEAN, STANDARD DEVIATION, AND HIGH AND LOW SCORES ON A SERIES OF TESTS GIVEN AT DIFFERENT TIMES. THE STUDY ALSO USED A STANDARD INTERCORRELATION MATRIX PROGRAM THAT WOULD PROCESS UP TO 50 VARIABLES. ELEVEN INSTRUMENTS WERE EMPLOYED IN GATHERING PUPIL DATA. DATA ON INSTRUCTORS WERE OBTAINED FROM THEIR SCORES ON THE MINNESOTA TESTS OF CREATIVE THINKING, THE ROKEACH DOGMATISM SCALE, AND THE TAYLOR MANIFEST ANXIETY SCALE. THE TEST DATA WERE TREATED IN A NUMBER OF WAYS AND EXAMINED FOR POSSIBLE RELATIONSHIP TO INSTITUTIONAL ASPECTS OF CHANGE OR STABILITY. THE SYSTEM DEVELOPED WAS JUDGED SUCCESSFUL ENOUGH TO WARRANT ITS CONTINUED USE. (JC)

ED 003 834 24

STUDENT DISHONESTY AND ITS CONTROL IN COLLEGE.
BY- BOWERS, WILLIAM J.
COLUMBIA UNIV., NEW YORK, BUR. OF APP. SOC. RES.
REPORT NUMBER CRP-1672 PUB DATE DEC 64
EDRS PRICE MF-$0.45 HC-$11.64 291P.

DESCRIPTORS- *ACADEMIC ACHIEVEMENT, *CHEATING, *COLLEGE STUDENTS, *PERSONAL VALUES, *SURVEYS, NEW YORK, NEW YORK CITY, PEER ACCEPTANCE, QUESTIONNAIRES,

ACADEMIC DISHONESTY ON COLLEGE CAMPUSES WAS STUDIED. DATA WERE COLLECTED BY A QUESTIONNAIRE TO A NATIONWIDE REPRESENTATIVE SAMPLE. QUESTIONNAIRES WERE FIRST SENT TO DEANS OF STUDENTS AND STUDENT BODY PRESIDENTS. RESPONSES WERE OBTAINED FROM MORE THAN 600 DEANS AND 500 STUDENT BODY PRESIDENTS. THE DATA PROVIDED IDEAS AND PROBLEMS TO BE STUDIED MORE INTENSIVELY IN THE SECOND STAGE OF THE STUDY. QUESTIONNAIRES WERE THEN SENT TO A SAMPLE OF STUDENTS DRAWN FROM 99 SCHOOLS REPRESENTED BY DEANS AND STUDENT BODY

PRESIDENTS OF THE PREVIOUS STAGE. COMPLETED QUESTIONNAIRES WERE RECEIVED FROM 5,000 STUDENTS. THE REPORT OF ANALYSES INCLUDED (1) THE PROBLEM OF ACADEMIC DISHONESTY IN CONTEXT, (2) THE SETTING IN WHICH ACADEMIC DISHONESTY OCCURS, (3) MEASURES OF CHEATING, (4) ACADEMIC PERFORMANCE AND CHEATING, (5) VALUE-ORIENTATION AND CHEATING, (6) HIGH SCHOOL EXPERIENCES AND CHEATING, (7) PEER DISAPPROVAL AND CHEATING, (8) COLLEGE CHARACTERISTICS AND THE LEVEL OF ACADEMIC DISHONESTY, AND (9) INSTITUTIONAL ARRANGEMENTS FOR CONTROLLING ACADEMIC DISHONESTY. A MAJOR FINDING INDICATED THAT MEMBERS OF THE CAMPUS COMMUNITY GROSSLY UNDERESTIMATED THE MAGNITUDE OF THE PROBLEM--AT LEAST HALF THE STUDENTS HAD ENGAGED IN SOME FORM OF ACADEMIC DISHONESTY. FURTHER ACTIVITIES WERE SUGGESTED TO EXPLORE THE EFFECTS OF VARIOUS BACKGROUND FACTORS ON A STUDENT'S PERSONAL SENSE OF DISAPPROVAL OF CHEATING. (RS)

ED 003 835 24
THE RELATIONSHIP BETWEEN TEACHERS' ATTITUDES OF ACCEPTANCE AND THEIR OBSERVATIONS OF CHILDREN.
BY- PONINSKI, DONNA L.
FREDERIC BURK FOUND.FOR EDUC., SAN FRANCISCO
REPORT NUMBER CRP-S-433 PUB DATE 63
SAN FRANCISCO STATE COLL., CALIF.
REPORT NUMBER BR-5-8407
EDRS PRICE MF-$0.09 HC-$0.68 17P.

DESCRIPTORS- *ELEMENTARY SCHOOL TEACHERS, *PSYCHOLOGICAL TESTING, *STUDENT TEACHER RELATIONSHIP, *TEACHER ATTITUDES, *TEACHER EVALUATION, CALIFORNIA, COMPARATIVE ANALYSIS, MINNESOTA TEACHER ATTITUDE INVENTORY (MTAI), SAN FRANCISCO,

RESULTS FROM TESTS OF TEACHER ATTITUDES TOWARD CHILDREN WERE COMPARED WITH TEACHER OBSERVATIONS OF INDIVIDUAL CHILDREN. THE MINNESOTA TEACHER ATTITUDE INVENTORY WAS ADMINISTERED TO 140 ELEMENTARY SCHOOL TEACHERS AS A MEASURE OF THEIR ACCEPTANCE OF CHILDREN AND A MEASURE OF THE WARMTH DISPLAYED IN THEIR ATTITUDES. TEACHERS WITH HIGH OR LOW SCORES WERE SELECTED FOR CRITERION GROUPS AND THEIR ATTITUDE SCORES WERE COMPARED WITH RECORDED OBSERVATIONS OF CHILDREN BY THESE TEACHERS. THE SEX OF THE CHILDREN UNDER OBSERVATION WAS COMPARED WITH THE SEX OF TEACHERS BY MEANS OF CHI-SQUARE TO TEST THE HYPOTHESIS THAT MORE CHILDREN OF THE OPPOSITE SEX FROM THE TEACHER WILL BE SELECTED FOR OBSERVATION THAN WILL CHILDREN OF THE SAME SEX AS THE TEACHER. THE OBSERVATIONS WERE THEN EVALUATED IN TERMS OF POSITIVE AND NEGATIVE BEHAVIOR REPORTED AS WELL AS VARIETY OF BEHAVIOR REPORTED. THE HIGH-ACCEPTANCE TEACHERS WERE COMPARED WITH THE LOW-ACCEPTANCE TEACHERS IN TERMS OF THE MEAN NUMBER OF REPORTS FOR CATEGORIES OF CHILD BEHAVIOR. THESE COMPARISONS TESTED HYPOTHESES RELATING HIGH-ACCEPTANCE TEACHERS WITH POSITIVE BEHAVIOR OBSERVATIONS AND A WIDE VARIETY OF BEHAVIOR OBSERVATIONS. NONE OF THE HYPOTHESES WERE SUPPORTED BY THE FINDINGS. (JM)

ED 003 836 24
CONFERENCE ON COORDINATION OF THE COOPERATIVE STUDIES OF FIRST GRADE READING.
BY- ROBINSON, HELEN M.
CHICAGO UNIV.
REPORT NUMBER CRP-F-035 PUB DATE MAR 64
CONTRACT OEC-4-10-141
EDRS PRICE MF-$0.09 HC-$-.88 22P.

DESCRIPTORS- *CONFERENCES, *COOPERATIVE PLANNING, *GRADE 1, *READING RESEARCH, *RESEARCH COMMITTEES, CHICAGO, CONSULTANTS, COOPERATIVE PROGRAMS, GROUP ACTIVITIES, ILLINOIS, NATIONAL CONFERENCE ON RESEARCH IN ENGLISH (NCRE), SPECIALISTS,

SIXTEEN MEMBERS OF THE NATIONAL CONFERENCE ON RESEARCH IN ENGLISH MET FOR A 3-DAY CONFERENCE TO PLAN COOPERATIVE FIRST-GRADE STUDIES FOR 1964-65. CONSULTANTS IN RESEARCH DESIGN, EVALUATION, AND STATISTICAL ANALYSIS WERE PROVIDED FOR SUBGROUPS WORKING ON SPECIAL ASSIGNMENTS. SMALL SUBGROUPS PREPARED RECOMMENDATIONS WHICH WERE UNANIMOUSLY ADOPTED AFTER DISCUSSION. SUBJECTS OF THE RECOMMENDATIONS WERE (1) EXPECTATIONS FOR A RESEARCH COORDINATION CENTER, (2) PROCEDURES FOR DEVELOPING AND CARRYING OUT OBJECTIVES OF THE CENTER, (3) PERSONNEL FOR THE CENTER, (4) COMMON DATA FOR THE PROJECTS, (5) RESEARCH DESIGN, (6) COMMON MEASURES, (7) INITIAL COMMON DATA, (8) OPTIONAL DATA, (9) ACCOUNTING FOR CLASSROOM VARIABLES, (10) ACCOUNTING FOR SCHOOL VARIABLES, (11) UTILIZATION OF TECHNOLOGICAL DATA PROCESSING, (12) STATISTICAL ANALYSIS, AND (13) CONTROL OF VARIABLES. BASED UPON THE RECOMMENDATIONS, GENERAL CRITERIA WERE SUGGESTED FOR SELECTING INDIVIVIDUAL PROJECTS AS PARTS OF A COORDINATED STUDY. (JM)

ED 003 837 24
RESEARCH PROGRAM ON INTELLECTUAL DEVELOPMENT.
BY- BRUNER, JEROME S.
HARVARD UNIV., CAMBRIDGE, MASS.
REPORT NUMBER CRP-E-020 PUB DATE 30 JUN 65
CONTRACT OEC-4-10-136
EDRS PRICE MF-$0.09 HC-$1.52 38P.

DESCRIPTORS- *CHILDHOOD, *COGNITIVE ABILITY, *COGNITIVE PROCESSES, *COGNITIVE TESTS, *PERCEPTION, ALASKA, BOSTON, CAMBRIDGE, CHILDREN, COGNITIVE DEVELOPMENT, COMPREHENSION, DAKAR, EARLY CHILDHOOD, EYE MOVEMENTS, INDIVIDUAL DEVELOPMENT, INTELLECTUAL DEVELOPMENT, MASSACHUSETTS, MEXICO, MEXICO CITY, PERCEPTION TESTS, PERCEPTUAL DEVELOPMENT, PRESCHOOL LEARNING, SENEGAL, VISUAL PERCEPTION,

UNDER THE DIRECTION OF PROFESSOR BRUNER, THE CENTER FOR COGNITIVE STUDIES AT HARVARD UNIVERSITY HAS CARRIED OUT A SERIES OF STUDIES ON THE DEVELOPMENT OF COGNITION. THERE HAVE BEEN OVER 30 EXPERIMENTS ON THE GROWTH OF PERCEPTION, PROBLEM-SOLVING, AND REASONING BETWEEN THE AGES OF 3 AND 10, IN PURSUIT OF A THEORY TO ACCOUNT FOR THE CHANGES IN INTELLECTUAL FORMATION THAT OCCUR IN THE GROWTH OF THE CHILD. EXPERIMENTS HAVE BEEN CARRIED OUT NOT ONLY WITH AMERICAN CHILDREN, BUT ALSO WITH BUSH CHILDREN IN SENEGAL AND THEIR URBAN COUSINS IN DAKAR, WITH MESTIZO CHILDREN IN RURAL MEXICO AND THEIR COUNTERPARTS IN MEXICO CITY, AND WITH VARYINGLY ACCOUNTABLE ESKIMO CHILDREN IN ALASKA. THE RESEARCH ON THE DEVELOPMENT OF PERCEPTION, THOUGHT, AND LANGUAGE HAS BEEN OF TWO PRINCIPAL KINDS. ONE KIND DEALS WITH THE MANNER IN WHICH CHILDREN LEARN TO MAKE INFERENCE, TO CARRY OUT SORTING TASKS, AND TO IMPOSE ORDER ON THE ENVIRONMENT. THE SECOND TYPE RELATES TO THE MANNER IN WHICH CHILDREN LEARN TO SEARCH THE VISUAL FIELD. COMPUTER ANALYSIS OF EYE MOVEMENTS IS USED IN THE LATTER TYPE OF STUDY. IN THIS REPORT 11 OF THESE STUDIES

ARE DESCRIBED AND CONCLUSIONS ARE DISCUSSED. (JC)

ED 003 838 24

EXPERIMENTAL USE OF THE "IMPRESS METHOD OF READING HABILITATION."
BY- GARDNER, CHARLES
CALIFORNIA STATE DEPT. OF EDUCATION, SACRAMENTO
REPORT NUMBER CRP-S-167 PUB DATE 65
EDRS PRICE MF-$0.09 HC-$0.52 13P.

DESCRIPTORS- *READING, *READING ABILITY, *READING COMPREHENSION, *READING IMPROVEMENT, *READING TESTS, CALIFORNIA, GATES SILENT READING TEST, LOW ACHIEVERS, PHONICS, READING ACHIEVEMENT, READING DIFFICULTY, READING LEVEL, READING READINESS, SACRAMENTO, STUDENTS,

THE PROBLEM OF THIS STUDY WAS TO DETERMINE THE DEGREE TO WHICH THE READING LEVEL OF A CHILD WHO HAS A SEVERE READING PROBLEM CAN BE RAISED BY USING AN INSTRUCTIONAL SYSTEM CALLED "READING HABILITATION." THIS IS A SYSTEM OF UNISON READING IN WHICH THE STUDENT AND INSTRUCTOR READ ALOUD SIMULTANEOUSLY AT A RAPID RATE. THE METHOD IS AIMED AT (1) BRINGING ABOUT THE EXTINCTION OF "PHONETIC BOUNDNESS," AND (2) A FEEDBACK SYSTEM THAT INVOLVES HEARING, VISION, AND SPEAKING. FROM APPROXIMATELY 150 CANDIDATE STUDENTS IN SEMIRURAL SCHOOL SYSTEMS, 20 STUDENTS WERE SELECTED FOR THE EXPERIMENTAL GROUP AND 20 FOR A CONTROL GROUP. THE STUDENTS WERE MATCHED FOR IQ, AGE, GRADE PLACEMENT, READING LEVEL, AND SEX. READING LEVELS WERE DETERMINED THROUGH SCORES ON FORM ONE OF THE GATES SILENT READING TEST. THE EXPERIMENTAL GROUP RECEIVED SPECIAL INSTRUCTION, 10 MINUTES A DAY FOR 30 DAYS, THROUGH THE "READING HABILITATION" SYSTEM. THE CONTROL GROUP RECEIVED THE SAME AMOUNT OF INSTRUCTION, BUT CONVENTIONAL READING TECHNIQUES WERE EMPLOYED. UPON RETEST WITH THE GATES INSTRUMENT, THE EXPERIMENTAL GROUP SHOWED A SIGNIFICANT INCREASE IN READING ABILITY OVER THE CONTROL GROUP. (JC)

ED 003 839 24

STATE SCHOOL SUPPORT AND MUNICIPAL GOVERNMENT COSTS.
BY- LINDMAN, ERICK L.
CALIFORNIA UNIV., LOS ANGELES
REPORT NUMBER CRP-2123 PUB DATE 64
EDRS PRICE MF-$0.27 HC-$5.56 139P.

DESCRIPTORS- *PUBLIC SCHOOL SYSTEMS, *SCHOOL SUPPORT, *SCHOOL SYSTEMS, *SCHOOL TAXES, *TAX ALLOCATION, CALIFORNIA, FINANCIAL SUPPORT, FLORIDA, ILLINOIS, LOS ANGELES, NEW YORK, PILOT PROJECTS, TAX SUPPORT, TAXES,

A LOCAL TAX ALLOCATION CORRECTION FACTOR WAS DEVELOPED AND EVALUATED FOR APPORTIONMENT OF STATE SCHOOL FUNDS. THE PILOT STUDY WAS BASED ON A PAPER PRESENTED TO THE SIXTH NATIONAL CONFERENCE ON SCHOOL FINANCE (SPONSORED BY THE NATIONAL EDUCATION ASSOCIATION). IN THE FIRST PHASE OF THE STUDY, A STATISTICAL METHOD FOR ALLOCATING LOCAL PROPERTY TAX RESOURCES BETWEEN PUBLIC SCHOOLS AND OTHER LOCAL GOVERNMENTAL SERVICES WAS DEVELOPED. BY USING THIS METHOD, A CORRECTION FACTOR WAS DERIVED FOR USE IN COMPUTING STATE SUPPORT FOR LOCAL SCHOOL SYSTEMS. IN THE SECOND PHASE OF THE STUDY, DATA WERE OBTAINED AND CORRECTION FACTORS COMPUTED FOR ALL U.S. CITIES OF 50,000 OR MORE POPULATION AND FOR COUNTIES IN SELECTED STATES. IN THE THIRD PHASE OF THE STUDY, CORRECTION FACTORS WERE APPLIED TO THE APPORTIONMENT OF SCHOOL FUNDS IN CALIFORNIA, FLORIDA, ILLINOIS, AND NEW YORK. THE PURPOSE OF THESE APPLICATIONS WAS TO DETERMINE HOW MUCH CHANGE WOULD HAVE OCCURRED IF THE CORRECTION FACTOR HAD BEEN USED IN THE APPORTIONMENT OF STATE SCHOOL FUNDS, AND TO ASSESS THE IMPACT OF THESE CHANGES. IT WAS FOUND THAT THE CORRECTION FACTOR TENDED TO PROVIDE RELIEF PRIMARILY FOR LARGE CITIES. FINDINGS DID NOT INDICATE THAT THE CORRECTION FACTOR SHOULD BE USED GENERALLY IN STATE SCHOOL SUPPORT PROGRAMS. PRACTICAL DIFFICULTIES WHICH WOULD BE ENCOUNTERED IN IMPLEMENTATION WERE DISCUSSED. (JM)

ED 003 840 24

REACTIONS OF STUDENTS TO RECEIVING GRADES.
BY- COHEN, KAREN C.
JOHNS HOPKINS UNIV., BALTIMORE, MD.
REPORT NUMBER CRP-S-129 PUB DATE 65
EDRS PRICE MF-$0.18 HC-$4.60 115P.

DESCRIPTORS- *ASPIRATION, *CHANGING ATTITUDES, *PERFORMANCE FACTORS, *REPORT CARDS, *STUDENT ATTITUDES, BALTIMORE, GRADE 10, GRADE 11, GRADE 12, GRADE 7, GRADE 8, GRADE 9, MARYLAND, QUESTIONNAIRES, SCHOOL ATTITUDES, SELF EVALUATION,

ATTITUDE CHANGES OF STUDENTS UPON RECEIVING GRADES WERE STUDIED. MEASURES WERE DEVELOPED TO DETERMINE THE STUDENTS' (1) ATTITUDES TOWARDS GRADES AND SCHOOL, (2) EXPECTANCIES FOR FUTURE GRADES, AND (3) ESTIMATIONS OF ABILITIES. A REPRESENTATIVE SAMPLE OF 7TH- THROUGH 12TH-GRADE STUDENTS (1,000) WAS SELECTED. A QUESTIONNAIRE WAS ADMINISTERED TO ALL OF THE SUBJECTS IN THE EXPERIMENTAL GROUP BOTH BEFORE AND AFTER THEY HAD RECEIVED THEIR MID-TERM GRADES. SCHOOL RECORDS WERE ALSO USED TO GATHER DATA. THE RESULTS INDICATED THAT REPORT CARDS DID AFFECT STUDENT ATTITUDES. AFTER RECEIVING THEIR GRADES, STUDENTS REPORTED A GENERAL INCREASE IN THEIR EXPECTANCIES FOR THE NEXT TERM. ALSO CLOSELY RELATED TO THE GRADES RECEIVED WERE (1) ESTIMATIONS OF THE HIGHEST GRADES THE STUDENTS THOUGHT THEY COULD HAVE EARNED AND (2) ACCURACY OF THE STUDENTS' RECALL OF GRADES RECEIVED. GENERAL ATTITUDES TOWARDS GRADES AND SCHOOL WERE NOT AFFECTED BY PARTICULAR GRADES WHICH THE STUDENTS RECEIVED. (RS)

ED 003 841 24

AUDITORY-VISUAL PERCEPTUAL SHIFTING IN SPEECH HANDICAPPED CHILDREN.
BY- FLOWERS, ARTHUR
STATE UNIV. OF N.Y., ALBANY
REPORT NUMBER CRP-S-093 PUB DATE 64
EDRS PRICE MF-$0.09 HC-$1.28 32P.

DESCRIPTORS- *AURAL STIMULI, *ELEMENTARY SCHOOL STUDENTS, *PERCEPTUALLY HANDICAPPED, *SPEECH HANDICAPS, *VISUAL STIMULI, ALBANY, AUDITORY PERCEPTION, COMPARATIVE ANALYSIS, HANDICAPPED CHILDREN, NEW YORK, STIMULUS DEVICES, STUDENT REACTION, VISUAL PERCEPTION,

INTERACTION BETWEEN VISION AND HEARING WERE STUDIED IN 33 SPEECH HANDICAPPED FIRST-GRADE CHILDREN. THE ABILITY TO SHIFT ATTENTION FROM ONE SENSORY MODALITY TO ANOTHER WAS LABELED AS 'PERCEPTUAL SHIFTING.' A DEVICE DEVELOPED BY EXPERIMENTAL PSYCHOLOGISTS PRESENTED VARIOUS STIMULI TO EACH SUBJECT AND RECORDED THE SUBJECT'S REACTION TIME. STIMULI

CONSISTED OF (1) A RED LIGHT, (2) A BUZZER, OR (3) BOTH LIGHT AND BUZZER. STUDENTS TOUCHED A PANEL TO REACT AND TERMINATE THE STIMULUS. STIMULI WERE PRESENTED IN RANDOM ORDER SO THAT NINE DIFFERENT STIMULUS-SHIFT CONDITIONS WERE TESTED. THE CONTROL GROUP OF 70 NORMAL SPEAKING FIRST-GRADE CHILDREN WAS SELECTED FROM PUBLIC SCHOOLS. RESULTS OBTAINED DEMONSTRATED THAT THE SPEECH DEFECTIVE CHILDREN STUDIED WERE MORE HANDICAPPED ON TASKS OF AUDITORY-VISUAL PERCEPTUAL SHIFTING WHEN COMPARED WITH THEIR NORMAL SPEAKING PEERS. WITHOUT ADDITIONAL RESEARCH, IT WAS CONSIDERED PREMATURE TO USE PERCEPTUAL SHIFT IN THE DIAGNOSIS OF SPEECH DEFECTS. (JM)

ED 003 842 24
TEAM TEACHING ENGLISH ACROSS GRADE LINES USING SELECTED ABILITY GROUPS AND A THEME-ORIENTED CURRICULUM.
BY- JEWELL, R.E. AND OTHERS
BEND SENIOR HIGH SCHOOL, ORE.
REPORT NUMBER CRP-S-156 PUB DATE AUG 65
EDRS PRICE MF-$0.45 HC-$12.48 312P.

DESCRIPTORS- *CURRICULUM EVALUATION, *ENGLISH CURRICULUM, *HIGH SCHOOL STUDENTS, *HONORS CURRICULUM, *PARENT REACTION, ABILITY GROUPING, BEND, FIELD INTERVIEWS, HIGH ACHIEVERS, INTERVIEWS, OPINIONS, OREGON, READING, SENIOR HIGH SCHOOLS, SPIRAL CURRICULUM, STUDENT EVALUATION, STUDENT OPINION, STUDENT REACTION, TEACHER EVALUATION, TESTS, WRITING,

AN EVALUATION OF AN HONORS ENGLISH TEAM TEACHING PROGRAM WAS REPORTED. THE PROGRAM, DESIGNATED AS A SPIRAL CURRICULUM, WAS ADMINISTERED TO SENIOR HIGH SCHOOL HIGH ABILITY STUDENTS. RESULTS WERE EVALUATED IN TERMS OF (1) STUDENT ACHIEVEMENT IN READING AND WRITING, (2) CHANGES IN STUDENT ATTITUDES AND PARTICIPATION IN GROUP DISCUSSIONS, (3) STUDENT REACTION, (4) PARENT AWARENESS AND REACTION, (5) TEACHING STAFF IMPRESSIONS, AND (6) FUNCTIONAL EFFECTIVENESS OF THE PROGRAM. TABLES OF STATISTICAL DATA COLLECTED AND FINDINGS WERE APPENDED WITH INFORMATION ON MEASURING DEVICES, A STUDENT OPINION POLL, A STRUCTURED PARENT INTERVIEW, AND A 150-PAGE SUPPLEMENTARY TEXT CONTAINING 24 LITERATURE SELECTIONS FOR THE HONORS PROGRAM. (WN)

ED 003 843 24
EVALUATION OF ATTITUDES RELATING TO TEACHING.
BY- HUFF, GEORGE P.
UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES
REPORT NUMBER CRP-S-007 PUB DATE 64
EDRS PRICE MF-$0.27 HC-$6.28 157P.

DESCRIPTORS- *ATTITUDE TESTS, *EVALUATION TECHNIQUES, *METHODS RESEARCH, *Q SORT, *TEACHER ATTITUDES, BEHAVIOR RATING SCALES, CALIFORNIA, COMPUTER PROGRAMS, INSERVICE TEACHER EDUCATION, LOS ANGELES, PRESERVICE EDUCATION, SELF CONCEPT, STEPHENSON'S Q METHODOLOGY, TEACHER EVALUATION, TEACHER ROLE, THEORIES,

AFFECTIVE BEHAVIOR TESTING INSTRUMENTS KNOWN AS Q-SORTS WERE DEMONSTRATED IN A COMPUTER-ORIENTED APPROACH TO THE ASSESSMENT OF PERSONAL TRAITS, VALUE SYSTEMS, AND SELF-CONCEPTS OF THE ROLE OF A TEACHER. DURING TWO SEMESTERS, Q-SORTS WERE ADMINISTERED TO 331 STUDENT TEACHERS, BEGINNING ELEMENTARY TEACHERS, AND MASTER TEACHERS IN EIGHT GROUPS. STATISTICAL PROCESSING OF Q-SORTS WAS LARGELY ACCOMPLISHED BY MEANS OF COMPUTER PROGRAMS DESIGNED ESPECIALLY FOR THE STUDY. RESULTS WERE PRESENTED AS RELATED TO THE INDIVIDUAL, GROUP, AND METHODOLOGY. FINDINGS SHOWED THAT IT WAS POSSIBLE TO ASSESS THE AFFECTIVE BEHAVIORS AND CHANGES IN AFFECTIVE BEHAVIOR OF STUDENT TEACHERS DURING THEIR TEACHING APPRENTICESHIP. IT WAS SUGGESTED THAT THE INSTRUMENTS AND METHODOLOGY OF THE STUDY COULD BE USED BY EDUCATORS TO ASSESS SUBJECTIVE MATTERS. (JM)

ED 003 844 24
ANNOTATED BIBLIOGRAPHY ON CREATIVITY AND GIFTEDNESS.
BY- GOWAN, JOHN CURTIS
SAN FERNANDO VALLEY STATE COLL., NORTHRIDGE, CALIF
REPORT NUMBER CRP-S-056 PUB DATE 65
CONTRACT OEC-4-10-157
EDRS PRICE MF-$0.36 HC-$8.08 202P.

DESCRIPTORS- *ABSTRACTING, *BIBLIOGRAPHY, *CREATIVITY, *GIFTED, *PERIODICALS, CALIFORNIA, EXCEPTIONAL (ATYPICAL), NORTHRIDGE, PSYCHOLOGICAL ABSTRACTS, SUPERIOR STUDENTS,

THIS ANNOTATED BIBLIOGRAPHY REPRESENTS A SAMPLING OF PUBLISHED WRITING ON CREATIVITY AND GIFTED CHILDREN SINCE 1960. THE LIST WAS COMPILED FOR EDUCATIONAL RESEARCHERS. IN A FEW INSTANCES THE ANNOTATIONS HAVE BEEN MODIFIED OR ABRIDGED FROM THOSE FOUND IN "PSYCHOLOGICAL ABSTRACTS" OR OTHER JOURNAL ABSTRACTS. SOME OF THE ANNOTATIONS HAVE PREVIOUSLY APPEARED IN "THE GIFTED CHILD QUARTERLY." (LP)

ED 003 845 24
A RESEARCH PROJECT TO DETERMINE CURRICULA FOR TEACHER EDUCATION AND CORRELATION OF NATIONAL TEACHER EXAMINATION SCORES AND GRADE POINT AVERAGES.
BY- HALL, JERRY A.
NORTH CAROLINA STATE BOARD OF EDUCATION, RALEIGH
REPORT NUMBER CRP-S-018 PUB DATE JUL 64
CONTRACT OEC-4-10-119
EDRS PRICE MF-$0.09 HC-$1.96 24P.

DESCRIPTORS- *CURRICULUM EVALUATION, *SPECIALIZATION, *TEACHER CERTIFICATES, *TEACHER EDUCATION, *TEACHER QUALIFICATIONS, GRADE POINT AVERAGE, NATIONAL TEACHER EXAMINATION, NORTH CAROLINA, RALEIGH, TEACHER BACKGROUND,

THE GENERAL DESIGN OF THIS STUDY WAS TO (1) SELECT A REPRESENTATIVE SAMPLE OF ALL 1962 AND 1963 BACHELOR'S DEGREE GRADUATES FROM NORTH CAROLINA INSTITUTIONS WHO QUALIFIED FOR THE CLASS A TEACHER'S CERTIFICATE, (2) TO ANALYZE THEIR COLLEGIATE TRANSCRIPTS BY COURSE AREAS, AND (3) TO CORRELATE THEIR SCORES ATTAINED ON THE COMMON EXAMINATION OF THE NATIONAL TEACHER EXAMINATION WITH THEIR OVERALL ACADEMIC GRADE-POINT AVERAGES. THE SAMPLE WAS 2,274 PERSONS SELECTED RANDOMLY FROM APPROXIMATELY 5,000 PERSONS QUALIFIED FOR THE CLASS A TEACHER'S CERTIFICATE. RESULTS OF THE STUDY REINFORCED THE CONCEPT THAT PROSPECTIVE TEACHERS' CURRICULUMS DIFFER GREATLY ACCORDING TO THE LEVEL OR AREA FOR WHICH CERTIFICATED. PROSPECTIVE SECONDARY SCHOOL TEACHERS TEND TO TAKE MORE WORK IN THEIR AREA OF SPECIALIZATION THAN IS REQUIRED BY THE STATE OF NORTH CAROLINA. THE DERIVED COEFFICIENT OF CORRELATION OF .833 REPRESENTS A HIGH RELATIONSHIP BETWEEN THE GRADE-POINT AVERAGES AND SCORES ON THE COMMON EXAMINATION OF THE NATIONAL TEACHER EXAMINATION.

(WB)

ED 003 846 24
CENTRAL AUDITORY ABILITIES OF NORMAL AND LOWER GROUP READERS.
BY- FLOWERS, ARTHUR
STATE UNIV. OF N.Y., ALBANY
REPORT NUMBER CRP-S-076 PUB DATE 64
EDRS PRICE MF-$0.09 HC-$1.96 49P.

DESCRIPTORS- *AUDITORY DISCRIMINATION, *AUDITORY PERCEPTION, *PERCEPTION TESTS, *PHONICS, *READING ACHIEVEMENT, ALBANY, AUDITION (PHYSIOLOGY), CALIFORNIA MENTAL MATURITY SCALE, DIAGNOSTIC TESTS (EDUCATION), GRADE 3, NEW YORK, PEABODY PICTURE VOCABULARY TEST, STANFORD ACHIEVEMENT TEST,

THE GOALS OF THE REPORTED RESEARCH WERE (1) TO EVALUATE THE HEARING IN EARLY-ELEMENTARY-SCHOOL-AGED CHILDREN IN A REGULAR PUBLIC SCHOOL READING PROGRAM, (2) TO COMPARE THE AUDITORY AND PERCEPTUAL ABILITIES OF CHILDREN WHO CAN AND CHILDREN WHO CANNOT DO THE NORMAL READING FOR THEIR GRADE, AND (3) TO SEARCH FOR RELATIONS BETWEEN READING ACHIEVEMENT AND CENTRAL AUDITORY SKILLS. SUBJECTS WERE SELECTED FROM THIRD-GRADE PUBLIC SCHOOL CHILDREN AND WERE DIVIDED INTO A CONTROL GROUP (NORMAL READING) AND AN EXPERIMENTAL GROUP (LOW READING), EACH GROUP CONSISTING OF 41 SUBJECTS. SELECTION CRITERIA WERE BASED ON PERFORMANCE SCORES FOR THE STANFORD ACHIEVEMENT TEST, THE CALIFORNIA MENTAL MATURITY SCALE, AND THE PEABODY PICTURE VOCABULARY TEST. SUBJECTS WERE TESTED UNDER CONDITIONS OF LOW PASS FILTERED SPEECH, ACCELERATED SPEECH, DUAL DISTORTION, AND COMPETING MESSAGES. RESULTS DEMONSTRATED SIGNIFICANT CORRELATION BETWEEN READING ACHIEVEMENT AND AUDITORY ABILITIES WHICH INDICATED THAT MEASURES OF CENTRAL HEARING MAY BE OF PROGNOSTIC VALUE RELATIVE TO FUTURE READING ACHIEVEMENT AND/OR DISABILITY. THE FINDINGS SUGGESTED THAT (1) TESTS OF CENTRAL AUDITORY ABILITIES MAY MAKE POSSIBLE EARLY IDENTIFICATION OF CHILDREN WHO WILL EXPERIENCE DIFFICULTY IN PHONICS LEARNING DURING THE READING READINESS PROGRAM, AND (2) THE COMPETING MESSAGES TECHNIQUE MIGHT BE USEFUL IN EVALUATING THE CENTRAL MECHANISM OF HEARING OF CHILDREN CONSIDERED TO BE MENTALLY HANDICAPPED OR BRAIN DAMAGED. (WB)

ED 003 847 24
DEVELOPMENT OF A CONCEPTUAL FRAMEWORK FOR THE TEACHING OF INDUSTRIAL ARTS.
BY- FACE, WESLEY L. FLUG, EUGENE R.F.
STOUT STATE UNIV., MENOMONIE, WIS.
REPORT NUMBER CRP-3-068 PUB DATE JAN 65
EDRS PRICE MF-$0.18 HC-$3.04 76P.

DESCRIPTORS- *INDUSTRIAL ARTS, *INDUSTRIAL STRUCTURE, *INDUSTRY, *INTERVIEWS, AMERICAN INDUSTRY PROGRAM, CONCEPT FORMATION, CONSULTANTS, CURRICULUM DEVELOPMENT, MENOMONIE, SECONDARY EDUCATION, TEACHING, VOCATIONAL EDUCATION, WISCONSIN,

CREATING IN SECONDARY SCHOOL STUDENTS AN AWARENESS FOR THE IMPACT OF TECHNOLOGY UPON THEIR DAILY LIVES WAS THE AIM OF THIS STUDY. A NEW ORIENTATION FOR INDUSTRIAL ARTS TEACHERS ATTEMPTED TO DEFINE A CURRICULUM AREA FOR COMPREHENSION OF THE BROAD SCOPE OF AMERICAN INDUSTRY, RATHER THAN THE USUAL FOCUS UPON ISOLATED TRADES, OCCUPATIONS, OR MATERIALS. A STRUCTURE OF INDUSTRY WAS DEVELOPED AND REFINED TO CONTAIN 14 MAJOR CONCEPT AREAS INTENDED TO REPLACE INDUSTRIAL ARTS IN THE SECONDARY SCHOOLS. A FORMAT WAS DESIGNED FOR THE PREPARATION OF RESOURCE UNITS. DEVELOPMENT OF MATERIALS FOR THIS CONTINUING PROGRAM WAS BEGUN BY 10 TEACHERS WHO TOOK PART IN AN 8-WEEK SUMMER WORKSHOP CONDUCTED UNDER THIS STUDY. A FIELD TRIAL WAS INITIATED IN THE FALL 1964 WHEN THESE TEACHERS INTRODUCED COURSES IN AMERICAN INDUSTRY VARYING IN LENGTH FROM 6 TO 36 WEEKS AT GRADE LEVELS FROM 7 THROUGH 12. FUTURE DEMONSTRATION OF PROGRAM EFFECTIVENESS, DEVELOPMENT OF INSTRUCTIONAL MATERIALS, AND EXPERIMENTS ON TEACHER PREPARATION WERE PLANNED. (JH)

ED 003 848 24
SOME EFFECTS OF DOGMATISM IN ELEMENTARY SCHOOL PRINCIPALS AND TEACHERS.
BY- BENTZEN, MARY M.
CALIFORNIA UNIV., LOS ANGELES
REPORT NUMBER CRP-S-190 PUB DATE 63
EDRS PRICE MF-$0.27 HC-$7.56 189P.

DESCRIPTORS- *PERSONALITY ASSESSMENT, *VALUES, BEHAVIOR STANDARDS, CALIFORNIA, COGNITIVE MEASUREMENT, COGNITIVE TESTS, LOS ANGELES,

THE HYPOTHESIS THAT RATINGS ON CONGENIALITY AS A COWORKER GIVEN TO TEACHERS WILL BE IN PART A FUNCTION OF THE ORGANIZATIONAL STATUS OF THE RATER WAS TESTED. A SECONDARY PROBLEM WAS TO TEST THE HYPOTHESIS THAT DOGMATIC SUBJECTS MORE THAN NONDOGMATIC SUBJECTS WOULD EXHIBIT COGNITIVE BEHAVIOR WHICH INDICATED (1) GREATER DISTINCTION BETWEEN POSITIVE AND NEGATIVE AUTHORITIES, AS THESE ARE DEFINED BY ROKEACH AND (2) RELIANCE UPON ABSOLUTE AUTHORITY. THE SUBJECTS WERE 714 TEACHERS AND 44 PRINCIPALS IN 44 ELEMENTARY SCHOOLS. SUBJECTS COMPLETED A DOGMATISM SCALE DESIGNED TO MEASURE DECISION-MAKING POWER OF TEACHERS, A SOCIOMETRIC RANKING OF COWORKERS, AND A SEMANTIC DIFFERENTIAL IN WHICH 15 POTENTIAL AUTHORITIES IN THE SCHOOL SYSTEM WERE DESCRIBED ON 15 ADJECTIVE SCALES. ALSO, IMPRESSIONISTIC ACCOUNTS OF THE SCHOOL STAFF IN 26 SCHOOLS WERE WRITTEN BY THE INVESTIGATOR. FINDINGS FOR THE FIRST MAJOR PREDICTION SHOWED A WIDE RANGE OF NEGATIVE, ZERO, AND POSITIVE CORRELATIONS BETWEEN TEACHER DOGMATISM SCORES AND RATINGS RECEIVED FROM PRINCIPALS. FINDINGS FOR THE PREDICTIONS REGARDING DESCRIPTIONS OF AUTHORITIES ON THE SEMANTIC DIFFERENTIAL ESSENTIALLY SHOWED NO DIFFERENCES RELATED TO DOGMATISM SCORES. FINDINGS FOR THE SECOND MAJOR PREDICTION ALSO REVEALED A WIDE RANGE OF CORRELATIONS BETWEEN TEACHER DOGMATISM SCORES AND RATINGS RECEIVED FROM PEERS. THESE RESULTS COULD NOT BE SATISFACTORILY RELATED TO THE 'HAPPY' VERSUS 'TROUBLED' SCHOOL INTERPRETATION. (RS)

ED 003 849 24
DEVELOPMENT OF INSTRUCTIONAL MATERIALS FOR A PROCESS-ORIENTED CURRICULUM IN SCIENCE FOR GRADES K-6.
BY- BUTTS, DAVID P.
TEXAS UNIV., AUSTIN, SCIENCE EDUCATION CENTER
REPORT NUMBER CRP-S-081 PUB DATE 64
EDRS PRICE MF-$0.09 HC-$0.72 18P.

DESCRIPTORS- *ELEMENTARY SCHOOL TEACHERS, *ELEMENTARY SCIENCE, *INSERVICE TEACHER EDUCATION, *MATERIAL DEVELOPMENT,

#SCIENCE INSTRUCTION, AUSTIN, CONSULTANTS, CURRICULUM DEVELOPMENT, INSTRUCTIONAL MATERIALS, TEXAS,

THE PURPOSE OF THIS STUDY WAS THE DEVELOPMENT OF INSTRUCTIONAL MATERIALS AS PHASE ONE OF THE DEVELOPMENT OF AN INSERVICE TRAINING PROGRAM FOR ELEMENTARY SCHOOL TEACHERS IN THE USE OF A PROCESS APPROACH TO SCIENCE INSTRUCTION. THIS APPROACH ALLOWS THE CHILD TO LEARN THE CONTENT OF SCIENCE KNOWLEDGE THROUGH THE PRACTICE OF SCIENCE BY USING THE SAME PROCESSES OF INVESTIGATION AND DRAWING OF CONCLUSIONS THAT ARE USED BY SCIENTISTS. THE FOUR OBJECTIVES IN THE DEVELOPMENT OF THE INSERVICE TRAINING PROGRAM WERE (1) PREPARATION OF A RATIONALE FOR A PROCESS APPROACH TO SCIENCE INSTRUCTION OF CHILDREN, (2) IDENTIFICATION OF A CONCEPTUAL FRAMEWORK TO GUIDE SELECTION OF SPECIFIC SCIENCE EXPERIENCES FOR CHILDREN, (3) PREPARATION OF INSTRUCTIONAL MATERIALS, AND (4) IDENTIFICATION OF THE SCIENCE BACKGROUND NEEDED BY ELEMENTARY TEACHERS WHO WILL USE THE INSTRUCTIONAL MATERIALS. FULFILLMENT OF THESE OBJECTIVES RESULTED IN COMPLETION OF A SET OF TEXTS FOR GRADES K THROUGH 6 (INCLUDING GUIDE MATERIALS FOR TEACHERS) BASED ON THE ELEMENTARY SCIENCE PROJECT OF THE AMERICAN ASSOCIATION FOR THE ADVANCEMENT OF SCIENCE. THE TEXTS WERE USED IN AN EXPERIMENTAL TRYOUT DURING 1964-65 IN THE PUBLIC SCHOOLS OF AUSTIN, TEXAS. (AL)

ED 003 050 24
RETRIEVAL OF INTELLECTUAL APTITUDE DATA.
BY- HOEPFNER, RALPH GUILFORD, J.P.
UNIVERSITY OF SOUTHERN CALIFORNIA, LOS ANGELES
REPORT NUMBER CRP-S-063 PUB DATE 66
EDRS PRICE MF-$0.09 HC-$0.68 17P.

DESCRIPTORS- #APTITUDE TESTS, #INFORMATION DISSEMINATION, #INFORMATION RETRIEVAL, #MICROFILM, #TEST RESULTS, CALIFORNIA, DATA PROCESSING, INFORMATION PROCESSING, LOS ANGELES,

DATA COLLECTED FROM 15 YEARS OF PSYCHOLOGICAL TESTING UNDER THE APTITUDES RESEARCH PROJECT IN THE DEPARTMENT OF PSYCHOLOGY, UNIVERSITY OF SOUTHERN CALIFORNIA, WERE MICROFILMED OR KEYPUNCHED AND MADE AVAILABLE TO EDUCATORS, PSYCHOLOGISTS, AND GRADUATE STUDENT RESEARCHERS. EACH TEST HAD BEEN ADMINISTERED TO ABOUT 600 EXAMINEES. STUDENT HAND-WRITTEN OR SKETCHED RESPONSES, ON AN AVERAGE OF 3 PAGES EACH, FOR ABOUT 250 TESTS WERE MICROFILMED IN APPROXIMATELY 500,000 FRAMES. RESPONSES FOR ANOTHER 250 TESTS WHICH USED ANSWER SHEET FORMATS WERE KEYPUNCHED ON IBM CARDS. APPENDICES LISTED MICROFILMED DATA BY REPORT-AND-FILM CODES AND KEYPUNCHED DATA BY REPORT NUMBER. KEYPUNCHED MATERIAL INCLUDED CORRELATION MATRICES FROM ALL OF THE REPORTS. (JH)

ED 003 051 24
DEVELOPMENT OF A PROGRAMED TEXT IN SALESMANSHIP FOR FEASIBILITY TESTING IN ADULT EDUCATION. FINAL REPORT.
BY- RUSSELL, RAYMOND B.
KANSAS STATE TEACHERS COLLEGE, EMPORIA
REPORT NUMBER CRP-S-131 PUB DATE 65
REPORT NUMBER BR-5-8287
EDRS PRICE MF-$0.09 HC-$1.00 25P.

DESCRIPTORS- #DISTRIBUTIVE EDUCATION, #MATERIAL DEVELOPMENT, #PROGRAM COSTS, #PROGRAMED TEXTS, #SALESMANSHIP, ADULT EDUCATION, EMPORIA, EVALUATION, KANSAS, RURAL EDUCATION,

A PROGRAMED TEXT ON SALESMANSHIP WAS DEVELOPED, FIELD TESTED FOR CLARITY, AND REVIEWED BY AN ADVISORY COMMITTEE. PROMOTION OF THE TEXT IN A RANDOM SAMPLE OF 10 TOWNS OF 2,000 TO 7,000 POPULATION WAS CONDUCTED. THE PROMOTION CONSISTED OF CONTACT WITH THE LOCAL CHAMBER OF COMMERCE. SIX COMMUNITIES ACCEPTED. WITH 267 ADULTS ENROLLED UNDER LOCAL CHAMBER OF COMMERCE SPONSORSHIP, 241 STUDENTS COMPLETED THE COURSE. THE COST OF INSTRUCTION WAS INDICATED TO BE 30 CENTS PER MAN-HOUR WHICH INCLUDED PROMOTION, TRAVEL, SALARY, AND TEXTBOOKS. THE CONCLUSION INDICATED THAT PROGRAMED TEXT MATERIALS WERE ACCEPTABLE AND ECONOMICALLY FEASIBLE FOR USE IN SMALL COMMUNITIES. (RS)

ED 003 052 24
TRANSFER EFFECTS OF DIRECTED CLASSROOM EXPERIENCE TO AN ELEMENTARY METHODS CLASS AND STUDENT TEACHING.
BY- BEST, SISTER G.
MARYGROVE COLL., DETROIT, MICH.
REPORT NUMBER CRP-S-022 PUB DATE 65
CONTRACT OEC-4-10-110
EDRS PRICE MF-$0.27 HC-$6.12 153P.

DESCRIPTORS- #ACHIEVEMENT GAINS, #CLASSROOM PARTICIPATION, #PERSONALITY CHANGE, #PRESERVICE EDUCATION, #TRANSFER OF TRAINING, COMPARATIVE ANALYSIS, DETROIT, ELEMENTARY EDUCATION, LEARNING EXPERIENCE, MEASUREMENT TECHNIQUES, MICHIGAN, STUDENT TEACHING, TEACHING METHODS,

CLASSROOM EXPERIENCE INITIATED PRIOR TO METHODS INSTRUCTION AND STUDENT TEACHING WAS STUDIED TO DETERMINE IF MEASURABLE TRANSFER EXISTED BETWEEN THEM. FORTY ELEMENTARY TEACHER CANDIDATES WHO HAD COMPLETED THEIR JUNIOR YEAR COMPRISED THE POPULATION. THE EXPERIMENTAL GROUP (20) PARTICIPATED IN A 6-WEEK SUMMER SESSION PROGRAM OF TEACHING SMALL GROUPS OF CHILDREN READING AND ARITHMETIC. THE CONTROL GROUP (20) WERE MATCHED TO THE EXPERIMENTAL GROUP ON GENERAL ABILITY AND SPECIFIC ACHIEVEMENT. THE GENERAL DESIGN OF THIS STUDY USED A CONTROL GROUP AND ONLY A POST-TEST. HOWEVER, BOTH PRE- AND POST-TESTS WERE USED TO MEASURE PERSONALITY CHANGES. IT WAS FOUND THAT AN INDEPENDENT EXPERIENCE WITH CHILDREN IN A CLASSROOM SITUATION SIGNIFICANTLY REDUCED THE ANXIETIES OF THOSE WHO WERE ENTERING STUDENT TEACHING. IN THE SUBSEQUENT METHODS, THOSE WHO HAD THE TEACHING EXPERIENCE MANIFESTED GREATER COMPETENCY FOR THE ENTIRE SEMESTER. REPLICATION WAS SUGGESTED ON A LARGER SCALE WITH A MORE DIVERSE-BACKGROUND POPULATION FROM DIFFERENT LOCALES. (RS)

ED 003 053 24
DROPOUT OF AMERICAN INDIANS AT THE SECONDARY LEVEL.
BY- WAX, ROSALIE H. WAX, MURRAY L.
EMORY UNIV., ATLANTA, GA.
REPORT NUMBER CRP-S-099 PUB DATE 64
EDRS PRICE MF-$0.18 HC-$2.76 69P.

DESCRIPTORS- #AMERICAN INDIAN, #DROPOUT ATTITUDES, #DROPOUT CHARACTERISTICS, #SECONDARY SCHOOL STUDENTS, #SOCIOECONOMIC INFLUENCES, ATLANTA, DISADVANTAGED ENVIRONMENT, DROPOUTS, GEORGIA, INTERVIEWS, QUESTIONNAIRES, SIOUX,

A CASE STUDY OF HIGH SCHOOL DROPOUTS INVESTIGATED THE

OGLALA SIOUX COMMUNITY. DATA GATHERED FROM A PREVIOUS STUDY WERE COMBINED WITH SEMISTRUCTURED INTERVIEW AND OBSERVATION DATA. INFORMATION WAS GATHERED ON SOCIAL SYSTEMS OF THE CLASSROOMS, SCHOOLS, COMMUNITY, PARENTS, TEACHERS, AND PUPILS. RELATIVELY COMPLETE DATA WERE OBTAINED FOR 153 SIOUX YOUNG PEOPLE BETWEEN THE AGES OF 13 AND 21. INCLUDED IN THESE WERE 29 DROUPOUTS. THE RESULTS INDICATED THAT DROPOUT WAS HIGHLY CORRELATED WITH EXTREME POVERTY. THE PERSONALITY, INTELLIGENCE, AND GENERAL ATTITUDE TOWARD SCHOOL OF THE DROPOUTS DID NOT DIFFER FROM THOSE WHO REMAINED IN SCHOOL. (RS)

ED 003 854 24

INITIAL TEACHING ALPHABET (I.T.A.) FOR INSTRUCTION OF READING DISABILITY CASES.
BY- LEWIS, EDWARD R.
SAN JOSE STATE COLLEGE, CALIF.
REPORT NUMBER CRP-S-145 PUB DATE 64
EDRS PRICE MF-$0.09 HC-$0.88 22P.

DESCRIPTORS- *ALPHABETS, *COMPARATIVE EDUCATION, *READING MATERIALS, *REMEDIAL READING CLINICS, *TEACHING METHODS, CALIFORNIA, COMPARATIVE ANALYSIS, ENGLAND, FOREIGN COUNTRIES, INSTRUCTIONAL MATERIALS, ITA, METHODS RESEARCH, ORTHOGRAPHIC SYMBOLS, READING DEVELOPMENT, READING FAILURE, READING INSTRUCTION, SAN JOSE,

BRITISH EXPERIMENTAL USAGE OF INITIAL TEACHING ALPHABET (ITA) MATERIALS AND PROCEDURES FOR INSTRUCTION OF READING DISABILITY CASES WAS STUDIED TO DETERMINE IF ITA METHODS AND MATERIALS COULD BE SIMILARLY USED IN A SAN JOSE READING CLINIC. THE INVESTIGATOR MADE OBSERVATIONS IN ENGLAND OF QUALITY, FORMAT, CONCEPTS, AND USE OF LANGUAGE IN THE ITA MATERIAL. FINDINGS WERE DISCUSSED UNDER NINE CATEGORIES--(1) ITA MATERIALS, (2) PUPIL SELECTION FOR ITA REMEDIAL WORK, (3) REMEDIAL TECHNIQUES WITH ITA, (4) INDIVIDUAL OR GROUP METHODS FOR USE WITH ITA, (5) PHONETIC OR WHOLE WORD APPROACHES, (6) DIAGNOSIS IN ITA REMEDIATION, (7) THE USE OF SUPPLEMENTARY MATERIALS, (8) EXTENT OF TEACHER TRAINING, AND (9) ITA AND THE READING CLINIC. GENERALLY ITA HAS HAD BENEFICIAL EFFECTS WITH CHILDREN WHEN A HISTORY OF READING FAILURE HAD EXISTED. IT WAS CONCLUDED THAT ITA MATERIALS AVAILABLE IN ENGLAND COULD BE USED IN THE UNITED STATES WITH MINOR MODIFICATIONS IN ISOLATED BOOKS. HOWEVER, ADDITIONAL MATERIALS WHICH ARE NOT YET AVAILABLE IN ENGLAND INCLUDE HIGH INTEREST, TRANSITIONAL, SKILL BUILDING, AND SUPPLEMENTARY MATERIALS, AS WELL AS ITA READING MANUALS. (JM)

ED 003 855 64

EXPERIMENTAL RESEARCH ON EDUCATIONAL MEDIA.
BY- LUMSDAINE, A.A. ROSHAL, S.M.
CALIFORNIA UNIV., LOS ANGELES
REPORT NUMBER NDEA-VIIB-05⁻ PUB DATE 63
REPORT NUMBER NDEA-VIIB-057-A
EDRS PRICE MF-$0.99 HC-$27.12 678P.

DESCRIPTORS- *AUDIOVISUAL INSTRUCTION, *EDUCATIONAL RESEARCH, *EDUCATIONAL RESOURCES, *MEDIA RESEARCH, *REFERENCE BOOKS, BOOKS, CALIFORNIA, FILMS, LOS ANGELES, PROGRAMED INSTRUCTION, RESEARCH METHODOLOGY, RESEARCH PROBLEMS, RESEARCH PROJECTS, RESEARCH SKILLS, RESEARCH TOOLS, TELEVISED INSTRUCTION, TEXTBOOKS,

A "GUIDEBOOK" WAS DEVELOPED AS A CONTRIBUTION TO THE IMPROVEMENT OF EXPERIMENTAL RESEARCH ON EDUCATIONAL MEDIA. ONE OF ITS MAIN AIMS WAS TO PROMOTE BETTER UNDERSTANDING, AMONG BOTH SPONSORS AND INVESTIGATORS, OF THE ART IN EDUCATIONAL-MEDIA EXPERIMENTATION. THE BOOK GUIDES THE READER IN TWO WAYS--(1) BY PROVIDING A "PRIMER" OF SOME FUNDAMENTAL CONSIDERATIONS USEFUL FOR RESEARCHERS AND SPONSORS TO KEEP IN MIND AND (2) BY GUIDING THE READER TO FURTHER INFORMATION ABOUT RELEVANT ASPECTS OF EDUCATIONAL MEDIA RESEARCH. (JC)

ED 003 856 24

FACTORS RELATED TO APPLICATION, ADMISSION, REGISTRATION, AND PERSISTENCE IN COLLEGE.
BY- REPFERT, HAROLD C. AND OTHERS
TEMPLE UNIV., PHILADELPHIA, PA.
REPORT NUMBER CRP-166 PUB DATE 58
CONTRACT OEC-SAE-6533
EDRS PRICE MF-$0.18 HC-$2.92 73P.

DESCRIPTORS- *COLLEGE ADMISSION, *COLLEGE STUDENTS, *EXPENDITURES, *STUDENT PROBLEMS, *WITHDRAWAL, COLLEGE ADMINISTRATION, PENNSYLVANIA, PHILADELPHIA, QUESTIONNAIRES, STATISTICAL SURVEYS, UNIVERSITIES,

THE PROBLEMS OF COLLEGE STUDENTS AND ADMINISTRATIONS WERE STUDIED IN THE AREAS OF FINANCIAL NEEDS, ATTITUDES, FUTURE PLANS, REASONS FOR WITHDRAWAL, REASONS FOR DECLINING ADMISSION, INTERRELATIONSHIPS BETWEEN PROBLEMS, AND SPECIFIC PROBLEMS OF A LARGE UNIVERSITY. A COLLEGE POPULATION WAS DIVIDED INTO THREE GROUPS--A PURPOSIVE SAMPLE OF THE ACTIVE STUDENT BODY, WITHDRAWEES, AND THOSE WHO WERE ACCEPTED BUT HAD DECLINED ADMISSION. DATA WERE GATHERED BY ADMINISTRATION OF STANDARDIZED QUESTIONNAIRES. SEPARATE QUESTIONNAIRES WERE CONSTRUCTED FOR EACH OF THE GROUPS. THE CONCLUSIONS INDICATED THAT A BROAD COMPLEX OF FACTORS GOVERNED STUDENT DECISIONS ON REGISTRATION AND CONTINUANCE IN COLLEGE, WITH FINANCIAL PROBLEMS INDICATED AS A SIGNIFICANT FACTOR IN THESE DECISIONS. FURTHER RESEARCH WAS SUGGESTED ON THE CONTRIBUTION OF ATTITUDINAL, ACADEMIC, AND PERSONAL FACTORS TO THESE STUDENT DECISIONS. (RS)

ED 003 857 24

TESTS OF GENERAL ABILITY AND READING, INTER-AMERICAN SERIES.
BY- MANUEL, HERSCHEL T.
TEXAS UNIV., AUSTIN
REPORT NUMBER CRP-681 PUB DATE 63
EDRS PRICE MF-$0.99 HC-$25.44 636P.

DESCRIPTORS- *ENGLISH, *READING TESTS, *SPANISH, *TEST CONSTRUCTION, *TEST VALIDITY, APTITUDE TESTS, AUSTIN, INTER AMERICAN TESTS, PUERTO RICO, TEST INTERPRETATION, TEST SELECTION, TEXAS,

TESTING MATERIALS IN BOTH SPANISH AND ENGLISH LANGUAGE EDITIONS WERE REVISED AND NEW MATERIALS CREATED IN THIS PROJECT. THE NEW SERIES OF TESTS INCLUDED ADMINISTRATION AND ITEM ANALYSIS OF THE COOPERATIVE INTER-AMERICAN TESTS. DATA FOR THE ENGLISH EDITIONS WERE GATHERED FROM SUBJECTS DRAWN FROM AMERICAN SCHOOLS, AND DATA FOR THE SPANISH EDITIONS FROM SUBJECTS DRAWN FROM PUERTO RICAN SCHOOLS. THESE SAMPLES PROVIDE ITEM ANALYSIS, INTERPRETIVE, AND EVALUATIVE DATA. THE FINAL FORM OF THE TESTS WAS ADMINISTERED FOR DATA ON THE

EQUIVALENCE OF THE NEW FORMS AND OTHER SCORES. CORRELATIONS AND THE EQUIPERCENTILE METHODS WERE USED TO EQUATE THE TESTS. TENTATIVE NORMS WERE PREPARED FROM THE RESULTS OF TESTING VARIOUS GROUPS. THE CONCLUSIONS INDICATED THAT A NEW SERIES OF INTER-AMERICAN TESTS OF GENERAL ABILITY AND TESTS OF READING WERE SUCCESSFULLY DEVELOPED. (RS)

ED 003 858 24

THE IDENTIFICATION, DEVELOPMENT, AND UTILIZATION OF HUMAN TALENTS, STUDIES OF A COMPLETE AGE GROUP - AGE 15.
BY- SHAYCOFT, MARION F. AND OTHERS
PITTSBURGH UNIV., PA.
REPORT NUMBER CRP-566 PUB DATE 63
EDRS PRICE MF-$0.45 HC-$11.36 284P.

DESCRIPTORS- *ABILITY IDENTIFICATION, *ADOLESCENTS, *HUMAN DEVELOPMENT, *STUDENT TESTING, *TALENT DEVELOPMENT, ACHIEVEMENT, AGE GROUPS, APTITUDE, DROPOUT RESEARCH, HIGH SCHOOL STUDENTS, PENNSYLVANIA, PITTSBURGH, PROJECT TALENT, QUESTIONNAIRES,

A SAMPLE OF 15-YEAR-OLDS WAS LOCATED AND TESTED AS AN ESSENTIAL PART OF PROJECT TALENT, A NATIONAL INVENTORY OF APTITUDES AND ABILITIES OF HIGH SCHOOL YOUTH. A PROBABILITY SAMPLE OF ALL 15-YEAR-OLDS IN THE UNITED STATES WAS ESTABLISHED, CONSISTING OF 4 1/2 PERCENT OF ALL SUBJECTS IN GRADES 9 THROUGH 12 AND LESS THAN ONE-HALF OF ONE PERCENT OF ALL OTHERS. THE 9 THROUGH 12 GRADE SEGMENT WAS TESTED AS PART OF THE PROJECT TALENT TESTING. THE PROJECT TALENT BATTERY OF TESTS INCLUDED A NUMBER OF APTITUDE AND ACHIEVEMENT MEASURES. A SPECIAL QUESTIONNAIRE WAS USED FOR INFORMATION ON LAST GRADE COMPLETED, REASON FOR DROPPING OUT, AND OTHER FACTS. DATA WERE ANALYZED FOR THE SAMPLE OF 15-YEAR-OLDS, THOSE NOT ATTENDING SCHOOL, AND PROJECT TALENT. RESULTS WERE DISCUSSED IN NINE CATEGORIES. AN IMPORTANT OUTCOME WAS THE DEVELOPMENT OF NATIONAL NORMS ON A VARIETY OF APTITUDE AND ACHIEVEMENT VARIABLES, BASED ON 75,000 SUBJECTS, REPRESENTING A COMPLETE AGE GROUP. (RS)

ED 003 859 24

USE OF A TAXONOMY OF QUESTIONS TO INCREASE THE VARIETY AND QUALITY OF THOUGHT IN THE CLASSROOM.
BY- SANDERS, NORRIS M. AND OTHERS
MANITOWOC PUBLIC SCHOOLS, WIS.
REPORT NUMBER CRP-S-168 PUB DATE 64
WISCONSIN STATE DEPT. OF PUB. INSTR., MADISON
CONTRACT OEC-5-10-116
EDRS PRICE MF-$0.63 HC-$16.36 409P.

DESCRIPTORS- *CURRICULUM DEVELOPMENT, *INSERVICE TEACHER EDUCATION, *TAXONOMY, *TEACHER EDUCATION, *WORKSHOPS, ELEMENTARY GRADES, HIGH SCHOOLS, MADISON, MANITOWOC, SCIENCE COURSES, SOCIAL STUDIES, TEACHER EXPERIENCE, TEACHER IMPROVEMENT, TEACHER WORKSHOPS, WISCONSIN,

OVER A PERIOD OF 4 YEARS A TAXONOMY OF QUESTIONING TO INCREASE VARIETY AND QUALITY OF THOUGHT IN THE CLASSROOM WAS DEVELOPED BY THE AUTHORS OF THIS REPORT. DURING AUGUST 1964 APPROXIMATELY 50 ELEMENTARY, JUNIOR HIGH, AND SENIOR HIGH SCHOOL TEACHERS WERE INVITED TO A WORKSHOP TO RECEIVE INSTRUCTION CONCERNING THIS DEVELOPMENT. THIS REPORT DISCUSSED THE WORKSHOP AND THE REACTIONS OF TEACHERS TO IT. OTHER SECTIONS INCLUDED WERE (1) A PRESENTATION OF THE EARLY INSTRUCTIONAL UNITS BASED ON THE TAXONOMY OF QUESTIONS, (2) SUGGESTIONS FOR IMPROVEMENTS ON THE MANNER IN WHICH THE RATIONALE IS PRESENTED TO TEACHERS IN PRESERVICE OR INSERVICE TRAINING, (3) AN EXPANSION OF THE ORIGINAL RATIONALE INTO A NEW APPROACH TO CURRICULUM DEVELOPMENT, (4) SAMPLE COURSES OF STUDY FOR ELEMENTARY SOCIAL STUDIES AND SCIENCE THAT WERE COMPOSED UNDER THE NEW APPROACH, AND (5) A RESEARCH PROPOSAL DEVELOPED DURING THE COURSE OF THE PROJECT. (JC)

ED 003 860 48

FIRST LEVEL ARABIC.
BY- KHOURY, JOSEPH F.
DAVIS COUNTY SCHOOL DISTRICT, FARMINGTON, UTAH
REPORT NUMBER NDEA-VI-130
EDRS PRICE MF-$0.27 HC-$6.68 167P.

DESCRIPTORS- *ARABIC, *AUDIOLINGUAL METHODS, *LANGUAGE INSTRUCTION, *LANGUAGES, *MANUALS, FARMINGTON, INSTRUCTIONAL MATERIALS, SECONDARY EDUCATION, TEACHING GUIDES, UTAH, WRITTEN LANGUAGE,

A TEACHING MANUAL FOR AN ELEMENTARY (FIRST LEVEL) COURSE IN THE ARABIC LANGUAGE IS PRESENTED. THE COURSE USES AN AUDIOLINGUAL-TO-GRAPHIC APPROACH OF INSTRUCTION, DIVIDED INTO THREE MAJOR PARTS. THE FIRST PART EMPHASIZES THE DEVELOPMENT OF ORAL SKILLS IN PREREADING INSTRUCTIONAL EXERCISES. PART TWO CONSISTS OF A SYSTEMATIC PRESENTATION OF THE ARABIC ALPHABET AND THE ESSENTIALS OF THE ARABIC WRITING SYSTEM. PART THREE DEALS WITH THE APPLICATION OF GRAPHIC SKILLS TO THE ORAL MATERIAL OF PART ONE. (TEXTS ACCOMPANYING THE TEACHING MANUAL ARE ED 003 861 AND ED 003 862.) (JH)

ED 003 861 48

FIRST LEVEL ARABIC, VOLUME 1.
BY- KHOURY, JOSEPH F.
DAVIS COUNTY SCHOOL DISTRICT, FARMINGTON, UTAH
REPORT NUMBER NDEA-VI-131-1
EDRS PRICE MF-$0.45 HC-$11.04 276P.

DESCRIPTORS- *ARABIC, *AUDIOLINGUAL METHODS, *LANGUAGE INSTRUCTION, *LANGUAGES, *TEXTBOOKS, COURSE ORGANIZATION, CULTURAL AWARENESS, FARMINGTON, INSTRUCTIONAL MATERIALS, LINGUISTICS, ORAL COMMUNICATION, SECONDARY EDUCATION, STRUCTURAL ANALYSIS, STUDENT MOTIVATION, UTAH,

AN ELEMENTARY COURSE IN THE ARABIC LANGUAGE WAS DEVELOPED. THIS REPORT IS THE TEXT FOR THE FIRST TWO PARTS OF THAT COURSE. (FOR INFORMATION ON OTHER PARTS, REFER TO ACCESSION NUMBERS ED 003 860 AND ED 003 862.) THE COURSE USES THE AUDIOLINGUAL METHOD FOR TEACHING WHICH ATTEMPTS TO FAMILIARIZE THE STUDENT WITH ORAL SKILLS OF A LANGUAGE BEFORE READING AND WRITING EXERCISES ARE INTRODUCED. INFORMATION ON ARABIC CULTURE IS INTEGRATED IN THE COURSE CONTENT TO MOTIVATE THE STUDENT'S INTEREST TO LEARN AND TO INTEREST THE STUDENT IN PURSUING HIS STUDY OF THE LANGUAGE AND THE COUNTRIES WHERE THE LANGUAGE IS SPOKEN. PART 1 OF THE COURSE CONSISTS OF ACQUAINTING THE STUDENT WITH ARABIC SOUNDS. PART 2 COMPRISES THE PREREADING OR ORAL COMMUNICATION PHASE OF INSTRUCTION. SIMPLE DIALOGS ARE USED AS SPOKEN IN THE VARIOUS ARABIC-SPEAKING COUNTRIES. STRUCTURAL NOTES AND DRILL EXERCISES ARE INCLUDED AT THE END OF ALL LESSONS. THROUGHOUT

THE FIRST TWO PARTS, NO ARABIC SCRIPT IS USED. (JH)

ED 003 862 48
FIRST LEVEL ARABIC, VOLUME 2.
BY- KHOURY, JOSEPH F.
DAVIS COUNTY SCHOOL DISTRICT, FARMINGTON, UTAH
REPORT NUMBER NDEA-VI-131-2
EDRS PRICE MF-$0.45 HC-$12.12 303P.

DESCRIPTORS- *ARABIC, *LANGUAGE INSTRUCTION, *LANGUAGES, *TEXTBOOKS, *WRITTEN LANGUAGE, AUDIOLINGUAL METHODS, COURSE ORGANIZATION, CULTURAL AWARENESS, FARMINGTON, INSTRUCTIONAL MATERIALS, SECONDARY EDUCATION, STUDENT MOTIVATION, UTAH, WRITING SKILLS,

AN ELEMENTARY COURSE IN THE ARABIC LANGUAGE WAS DEVELOPED. THIS REPORT IS THE TEXT FOR PART 3 AND PART 4 OF THAT COURSE. (FOR INFORMATION ON THE FIRST TWO PARTS AND SOME DETAIL ON THE OVERALL NATURE OF THE COURSE, REFER TO ACCESSION NUMBERS ED 003 860 AND ED 003 861.) PART 3 COMPRISES A SYSTEMATIC PRESENTATION OF THE ARABIC ALPHABET AND THE ESSENTIALS OF THE ARABIC WRITING SYSTEM. EACH LETTER IN THE ALPHABET IS PRESENTED SEPARATELY AND IN CONTEXT AS IT OCCURS IN WORDS. PART 4 DEALS WITH THE APPLICATION OF GRAPHIC SKILLS TO ORALLY LEARNED MATERIAL OF PART 2. (JH)

ED 003 863 48
SECOND LEVEL ARABIC.
BY- KHOURY, JOSEPH F. MOUSSA, MOUNIR T.
DAVIS COUNTY SCHOOL DISTRICT, FARMINGTON, UTAH
REPORT NUMBER NDEA-VI-131-3
EDRS PRICE MF-$0.36 HC-$8.20 205P.

DESCRIPTORS- *ADVANCED PROGRAMS, *ARABIC, *LANGUAGE INSTRUCTION, *LANGUAGES, *TEXTBOOKS, FARMINGTON, INSTRUCTIONAL MATERIALS, SECONDARY EDUCATION, UTAH, WRITTEN LANGUAGE,

A TEXTBOOK IS PRESENTED FOR A SECOND-LEVEL COURSE IN THE ARABIC LANGUAGE. THE BOOK CONSISTS ENTIRELY OF EXERCISES FOR LEARNING TO UNDERSTAND AND WRITE ARABIC SCRIPT. (JH)

ED 003 864 48
COMPANION TO SECOND LEVEL ARABIC.
BY- KHOURY, JOSEPH F. MOUSSA, MOUNIR T.
DAVIS COUNTY SCHOOL DISTRICT, FARMINGTON, UTAH
REPORT NUMBER NDEA-VI-131-4
EDRS PRICE MF-$0.09 HC-$0.92 23P.

DESCRIPTORS- *ARABIC, *LANGUAGE INSTRUCTION, *TEACHING GUIDES, *VOCABULARY, FARMINGTON, INSTRUCTIONAL AIDS, INSTRUCTIONAL MATERIALS, UTAH,

AN ARABIC-ENGLISH VOCABULARY WAS COMPILED FOR USE IN THE TEACHING OF SECOND LEVEL ARABIC. THE WORDS AND PHRASES SELECTED FOR INCLUSION IN THE VOCABULARY WERE ARRANGED UNDER 28 ARABIC SYMBOLS. (WB)

ED 003 865 48
FIRST LEVEL ARABIC, ELEMENTARY LITERARY ARABIC FOR SECONDARY SCHOOLS.
BY- MCCARUS, ERNEST N. RAMMUNY, RAJI M.
MICHIGAN UNIV., ANN ARBOR
REPORT NUMBER NDEA-VI-132-1 PUB DATE 64
CONTRACT OEC-4-14-046
EDRS PRICE MF-$0.54 HC-$14.52 363P.

DESCRIPTORS- *ARABIC, *AUDIOLINGUAL METHODS, *LANGUAGE INSTRUCTION, *LANGUAGES, *TEXTBOOKS, ANN ARBOR, BASIC VOCABULARY, MICHIGAN, PRONUNCIATION, SECONDARY EDUCATION, STRUCTURAL ANALYSIS, TEACHING METHODS, WRITTEN LANGUAGE,

THIS PUBLICATION REPRESENTS A 1-YEAR COURSE IN LITERARY ARABIC FOR THE SECONDARY SCHOOL LEVEL. AN AUDIOLINGUAL APPROACH IS TAKEN, EMPHASIZING, AT FIRST, ORAL COMMUNICATION AND CORRECT PRONUNCIATION, AND INTRODUCING ARABIC SCRIPT AFTER SPOKEN LANGUAGE ELEMENTS ARE MASTERED. (GD)

ED 003 866 48
TEACHER'S MANUAL TO ACCOMPANY FIRST LEVEL ARABIC.
BY- MCCARUS, ERNEST N. RAMMUNY, RAJI M.
MICHIGAN UNIV., ANN ARBOR
REPORT NUMBER NDEA-VI-132-2 PUB DATE 64
CONTRACT OEC-4-14-046
EDRS PRICE MF-$0.09 HC-$1.36 34P.

DESCRIPTORS- *ARABIC, *AUDIOLINGUAL METHODS, *LANGUAGE INSTRUCTION, *MANUALS, *TEACHING GUIDES, ANN ARBOR, INSTRUCTIONAL MATERIALS, MICHIGAN, PRONUNCIATION INSTRUCTION, TAPE RECORDINGS, VOCABULARY DEVELOPMENT,

THIS TEACHER'S MANUAL HAS BEEN DEVELOPED FOR TEACHERS WHO ADOPT THE TEXT--"FIRST LEVEL ARABIC, ELEMENTARY LITERARY ARABIC FOR SECONDARY SCHOOLS." VARIOUS TECHNIQUES FOR APPLYING THE AUDIOLINGUAL APPROACH WERE DISCUSSED UNDER THE HEADINGS OF (1) HELPING STUDENTS TO MEMORIZE THE BASIC DIALOG SENTENCES, (2) HELPING STUDENTS USE BASIC DIALOG SENTENCES, (3) STRESS AND INTONATION, AND (4) PRONUNCIATION DRILLS. SUGGESTIONS FOR THE USE OF TAPE RECORDINGS IN THE CLASSROOM WERE GIVEN. TEACHING PROCEDURES FOR THE FOUR UNITS OF STUDY (EACH OF WHICH CONTAINS SEVEN SECTIONS) COVERED IN THE STUDENT'S TEXT WERE DETAILED. SPECIAL VOCABULARY DRILLS FOR EACH UNIT WERE ALSO INCLUDED. (WB)

ED 003 867 48
PROBLEMS OF AMERICANS IN MASTERING THE PRONUNCIATION OF EGYPTIAN ARABIC.
BY- KENNEDY, NANCY M.
CENTER FOR APPLIED LINGUISTICS, WASHINGTON, D.C.
REPORT NUMBER NDEA-VI-137 PUB DATE 60
EDRS PRICE MF-$0.18 HC-$2.88 72P.

DESCRIPTORS- *ARABIC, *LANGUAGE INSTRUCTION, *PHONEMES, *PRONUNCIATION, *SPEECH HABITS, DICTION, DISTRICT OF COLUMBIA, LANGUAGE RESEARCH, LINGUISTICS,

THE DIFFICULTIES ENCOUNTERED BY SPEAKERS OF AMERICAN ENGLISH IN ATTEMPTING TO MASTER THE PRONUNCIATION OF EGYPTIAN ARABIC WERE ANALYZED DURING THE REPORTED RESEARCH. THE LANGUAGE UNDER CONSIDERATION WAS THE URBAN COLLOQUIAL ARABIC OF THE EGYPTIAN DELTA. THIS STUDY DEALT WITH THE SEGMENTAL PHONEMES ONLY, WITH SOME REFERENCE TO STRESS AND OCCASIONALLY TO INTONATION. AN INTENSIVE COURSE IN EGYPTIAN ARABIC WAS TAUGHT AT THE GEORGETOWN UNIVERSITY INSTITUTE OF LANGUAGES

AND LINGUISTICS DURING 1957-58. ONE GROUP OF NINE STUDENTS WAS OBSERVED FROM THE 2D MONTH OF THEIR COURSE UNTIL THE 8TH MONTH, AND ANOTHER GROUP OF EIGHT STUDENTS FROM THE BEGINNING OF THEIR COURSE UNTIL THE END OF THE 2D MONTH. THIS REPORT DESCRIBES THE ERRORS OF THE STUDENTS IN AUDITORY AND ARTICULATORY TERMS AND ATTEMPTS TO ACCOUNT FOR THESE MISHEARINGS AND MISPRONUNCIATIONS BY RELATING THEM TO DIFFERENCES BETWEEN THE PHONEMIC PATTERNS OF EGYPTIAN ARABIC AND AMERICAN ENGLISH. (WB)

ED 003 868 48
DAMASCUS ARABIC.
BY- FERGUSON, CHARLES A. AND OTHERS
CENTER FOR APPLIED LINGUISTICS, WASHINGTON, D.C.
REPORT NUMBER NDEA-VI-139 PUB DATE 61
EDRS PRICE MF-$0.45 HC-$12.92 323P.

DESCRIPTORS- *ARABIC, *LANGUAGE INSTRUCTION, *LANGUAGES, *ORAL COMMUNICATION, *TEXTBOOKS, BASIC VOCABULARY, DAMASCUS, DISTRICT OF COLUMBIA, GRAMMAR, INSTRUCTIONAL MATERIALS, PRONUNCIATION, SPEECH, STRUCTURAL ANALYSIS, SYRIA, VOCABULARY,

THIS DOCUMENT WAS PREPARED AS A TEXTBOOK FOR AN INTENSIVE COURSE IN THE SPOKEN ARABIC LANGUAGE OF DAMASCUS, SYRIA. CONTAINED IN THE TEXT ARE DETAILED GRAMMATICAL INFORMATION, STRUCTURAL AND PRONUNCIATION INFORMATION, AND A CUMULATIVE ARABIC-ENGLISH VOCABULARY. (JH)

ED 003 869 48
ADVANCED BENGALI READER.
BY- BHATTACHARJI, SOMDEV AND OTHERS
CHICAGO UNIV.
REPORT NUMBER NDEA [illegible]57 PUB DATE 63
EDRS PRICE MF-$0.63 HC-$19.12 478P.

DESCRIPTORS- *BENGALI, *ESSAYS, *LANGUAGE GUIDES, *LANGUAGE INSTRUCTION, *LANGUAGES, CHICAGO, GRADUATE STUDY, ILLINOIS, LITERATURE, SOCIAL SCIENCES,

A BENGALI READER HAS BEEN PREPARED TO MEET THE NEEDS OF THE UNIVERSITY OF CHICAGO'S TEACHING PROGRAM. THE MATERIALS PRESENTED CONSTITUTE A PART OF THE TRAINING FOR ADVANCED STUDENTS IN THE LANGUAGE, AND HAVE BEEN SELECTED FROM WRITINGS IN SEVERAL BRANCHES OF SOCIAL SCIENCES. SELECTIONS ARE AIMED AT SATISFYING THE NEEDS OF STUDENTS INTERESTED IN READING THE TEXTS IN ORIGINAL BENGALI. PARTICULAR ATTENTION WAS GIVEN TO THE LEVEL OF LINGUISTIC DIFFICULTY AND THE CULTURAL VALUE OF EACH ESSAY SELECTED. ALL SELECTIONS ARE EXCERPTED FROM LONGER ESSAYS COLLECTED IN BOOKS UNDER DIFFERENT TITLES. THE TEXTS ARE PRESENTED JUST AS THEIR AUTHORS WROTE THEM. (JC)

ED 003 870 48
A BINI GRAMMAR, PART 1--PHONOLOGY.
BY- WESCOTT, ROGER W.
MICHIGAN ST. UNIV., EAST LANSING,AFRICAN STUD.CTR.
REPORT NUMBER NDEA-VI-164-1 PUB DATE 62
EDRS PRICE MF-$0.27 HC-$5.16 129P.

DESCRIPTORS- *BINI, *GRAMMAR, *LANGUAGE INSTRUCTION, *LANGUAGES, *PHONOLOGY, CULTURAL BACKGROUND, EAST LANSING, MICHIGAN, NIGERIA, STRUCTURAL ANALYSIS,

A PHONOLOGY OF BINI GRAMMAR (A LANGUAGE OF WESTERN NIGERIA) HAS BEEN DESIGNED FOR A HIGHLY HETEROGENEOUS AUDIENCE. THE VOLUME IS AIMED AT (1) AREA SPECIALISTS INTERESTED IN LANGUAGE OR CULTURE STUDIES OF AFRICA, (2) ETHNOGRAPHERS FOCUSING ON THE SOCIAL STRUCTURE OF THE EDO-SPEAKING PEOPLES, (3) HISTORIANS WORKING ON THE BENIN PROJECT OF IBADAN UNIVERSITY, (4) LINGUISTS CONCERNED WITH ANALYTICAL PROCEDURES, (5) MISSIONARIES IN THE BENIN AREA, AND (6) BINI-SPEAKING TEACHERS AND WRITERS WHO SEEK A MORE EXACT UNDERSTANDING OF THEIR LANGUAGE. IN THE CHAPTERS FOLLOWING THE INTRODUCTION, THE AUTHOR DESCRIBES THE ELEMENTS OF BINI, BEGINNING WITH SOUNDS AND MOVING THROUGH FORMS TO SENTENCES, CONCLUDING WITH A BRIEF DISCUSSION OF DISCOURSE TYPES AND THEIR RELATION TO BINI CULTURE. A MORPHOLOGY OF BINI GRAMMAR WAS ASSIGNED ACCESSION NUMBER ED 003 871, AND LEXEMICS, ED 003 872. (JC)

ED 003 871 48
A BINI GRAMMAR, PART 2--MORPHOLOGY.
BY- WESCOTT, ROGER W.
MICHIGAN ST. UNIV., EAST LANSING,AFRICAN STUD.CTR.
REPORT NUMBER NDEA-VI-164-2 PUB DATE 62
EDRS PRICE MF-$0.09 HC-$1.56 39P.

DESCRIPTORS- *BINI, *GRAMMAR, *LANGUAGE INSTRUCTION, *LINGUISTICS, *MORPHOLOGY (LANGUAGES), *STRUCTURAL ANALYSIS, EAST LANSING, MICHIGAN, PHONEME,

IN THIS PUBLICATION, TWO CHAPTERS ARE PRESENTED ON THE MORPHOLOGY OF BINI GRAMMAR--(1) GRAMMATICAL PROCEDURES, WHICH INCLUDE GRAMMATICAL METHOD, GRAMMATICAL PROCESS, AND GRAMMATICAL ANALYSIS, AND (2) FORMS, WHICH INCLUDE AFFIXES AND ROOTS. (SEE ED 003 870 FOR PART ONE OF BINI GRAMMAR, PHONOLOGY, AND ED 003 872 FOR PART THREE, LEXEMICS.) (JC)

ED 003 872 48
A BINI GRAMMAR, PART 3--LEXEMICS.
BY- WESCOTT, ROGER W.
NEW HAVEN COLL., WEST HAVEN, CONN
REPORT NUMBER NDEA-VI-164-3 PUB DATE 63
EDRS PRICE MF-$0.27 HC-$7.04 176P.

DESCRIPTORS- *BINI, *GRAMMAR, *LANGUAGE INSTRUCTION, *LINGUISTICS, *STRUCTURAL ANALYSIS, CONNECTICUT, PHONOLOGY, WEST HAVEN,

IN THIS THIRD VOLUME OF BINI GRAMMAR, THREE CHAPTERS ARE PRESENTED ON LEXEMICS--(1) LEXEMICS, (2) LEXEME GRADES, AND (3) LEXEME CLASSES. THE AUTHOR DEFINES THE TERM "LEXEME" AS A FORM INTERMEDIATE BETWEEN A MORPHEME AND A GRAMMEME. LESS TECHNICALLY, LEXEMES ARE DEFINED AS WORDS AND WORD-LIKE FORMS. THE OTHER TWO VOLUMES ON BINI GRAMMAR WERE ASSIGNED ACCESSION NUMBERS ED 003 870 AND ED 003 871. (JC)

ED 003 873 48
BULGARIAN, BASIC COURSE, VOLUME 1.
BY- HODGE, CARLETON T. AND OTHERS
FOREIGN SERVICE INST., WASHINGTON, D.C.
REPORT NUMBER NDEA-VI-165-1 PUB DATE 61
EDRS PRICE MF-$0.72 HC-$19.80 493P.

DESCRIPTORS- *BASIC VOCABULARY, *BULGARIAN, *LANGUAGE, *LANGUAGE INSTRUCTION, *PHONOTAPE RECORDINGS, DISTRICT OF COLUMBIA, LANGUAGE AIDS, PATTERN DRILLS (LANGUAGE), TEXTBOOK PUBLICATIONS,

A BASIC COURSE IN BULGARIAN HAS BEEN PREPARED IN TWO VOLUMES. THIS VOLUME, VOLUME 1, IS DIVIDED INTO THREE PARTS--BASIC SENTENCES, NOTES, AND DRILLS. AN ADDITIONAL PART INCLUDES READING PASSAGES. THE BASIC SENTENCES ARE NORMAL DIALOG MATERIAL, MEANT TO BE MEMORIZED. THE NOTES EXPLAIN THE GRAMMATICAL STRUCTURE OF THE LANGUAGE AND ARE DIVIDED INTO SEVERAL PHASES. ACCOMPANYING TAPES (WHICH ARE AVAILABLE) INCLUDE THE BASIC SENTENCES OF EACH UNIT AND NEARLY ALL THE DRILLS. STUDENTS ARE ADVISED TO LISTEN TO THE TAPES BEFORE LOOKING AT THE TEXT. (SEE ED 003 874 FOR VOLUME 2.) (JC)

ED 003 874 48

BULGARIAN, BASIC COURSE, VOLUME 2.
BY- HODGE, CARLETON T. AND OTHERS
FOREIGN SERVICE INST., WASHINGTON, D.C.
REPORT NUMBER NDEA-VI-165-2 PUB DATE 61
EDRS PRICE MF-$0.63 HC-$18.44 461P.

DESCRIPTORS- *BASIC VOCABULARY, *BULGARIAN, *LANGUAGE, *LANGUAGE INSTRUCTION, *PHONOTAPE RECORDINGS, DISTRICT OF COLUMBIA, LANGUAGE AIDS, TEXTBOOK PUBLICATIONS,

IN THIS VOLUME 2 OF A BASIC COURSE IN BULGARIAN, A TOTAL OF 15 UNITS ARE PRESENTED. A VOCABULARY AND AN INDEX TO GRAMMATICAL NOTES ARE PROVIDED. (SEE ED 003 873 FOR VOLUME 1.) (JC)

ED 003 875 48

BULGARIAN READER.
BY- HODGE, CARLETON T.
FOREIGN SERVICE INST., WASHINGTON, D.C.
REPORT NUMBER NDEA-VI-166 PUB DATE 62
EDRS PRICE MF-$0.36 HC-$9.12 228P.

DESCRIPTORS- *BULGARIAN, *LANGUAGE INSTRUCTION, *PATTERN DRILLS (LANGUAGE), *READING MATERIALS, *VOCABULARY, DISTRICT OF COLUMBIA, LANGUAGES, READING MATERIALS, TEXTBOOK PUBLICATIONS, VOCABULARY SKILLS,

DESIGNED TO FOLLOW THE BASIC COURSE IN BULGARIAN, A READER HAS BEEN PREPARED. IT ASSUMES KNOWLEDGE OF THE VOCABULARY (AS PRESENTED IN THE BASIC COURSE ED 003 873 AND ED 003 874) AS WELL AS THE GRAMMATICAL STRUCTURE OF THE LANGUAGE. THE READER PRESENTS AREA MATERIALS AND INTRODUCES THE STUDENT TO THE VOCABULARY NEEDED TO READ NEWSPAPERS AND SIMILAR CONTEMPORARY PROSE. THE NEW VOCABULARY OF EACH SECTION IS TO BE DRILLED ORALLY WITH A TUTOR BEFORE THE SELECTION IS READ. TO FACILITATE THIS, THE VOCABULARY HAS BEEN DIVIDED INTO NONBURDEN AND BURDEN WORDS. EACH SELECTION IS ALSO PROVIDED WITH DRILL QUESTIONS. (JC)

ED 003 876 48

A BULGARIAN LITERARY READER.
BY- LORD, ALBERT B. BYNUM, DAVID E.
HARVARD UNIV., CAMBRIDGE, MASS.
REPORT NUMBER NDEA-VI-167 PUB DATE 62
EDRS PRICE MF-$0.54 HC-$15.20 380P.

DESCRIPTORS- *BULGARIAN, *LANGUAGE, *LANGUAGE INSTRUCTION, *LITERATURE, *READING, CAMBRIDGE, GLOSSARIES, LITERATURE APPRECIATION, LITERATURE GUIDES, MASSACHUSETTS, POETRY, READING PROGRAMS,

A BULGARIAN READER HAS BEEN PREPARED WHICH CONTAINS SELECTIONS CHOSEN FOR THEIR LITERARY VALUE OR FOR THEIR INTEREST IN THE HISTORY OF THE DEVELOPMENT OF LITERATURE IN BULGARIA. ITS LOOSE-LEAF FORM ALLOWS IT TO RECEIVE ADDITIONS AND BECOME CUMULATIVE. THE STORIES AND POEMS ARE PRESENTED IN THEIR ENTIRETY, AND ALL THE WORDS FOR THE PIECES SELECTED ARE TRANSLATED IN A GLOSSARY. THE MATERIAL IS PRESENTED IN CHRONOLOGICAL ORDER, RATHER THAN IN ORDER OF DIFFICULTY. THE TEACHER MUST JUDGE HIS OWN CLASS IN MAKING ASSIGNMENTS. (JC)

ED 003 877 48

A CHINESE-ENGLISH GLOSSARY OF CURRENT READING TEXTS.
BY- LEVY, HOWARD S. AND OTHERS
FOREIGN SERVICE INST., WASHINGTON, D.C.
REPORT NUMBER NDEA-VI-174 PUB DATE APR 61
EDRS PRICE MF-$0.27 HC-$6.56 164P.

DESCRIPTORS- *CHINESE, *GLOSSARIES, *LANGUAGE AIDS, *LANGUAGE GUIDES, *VOCABULARY DEVELOPMENT, ADVANCED STUDENTS, CHINA, DISTRICT OF COLUMBIA, RESOURCE MATERIALS, TAICHUNG, TAIWAN, TEXTBOOKS,

A GLOSSARY OF 4,500 CHINESE ENTRIES WAS DEVELOPED. THE GLOSSARY CONTAINS THE VOCABULARY FROM TEXTS PUBLISHED BY YALE UNIVERSITY PRESS AND THOSE PREPARED BY THE FOREIGN SERVICE INSTITUTE (FSI) STAFF OF TAICHUNG, TAIWAN. THE MATERIALS INCLUDED ARE SELECTIONS FROM CHINESE COMMUNIST LITERATURE, NEWSPAPER SELECTIONS FROM THE MAINLAND PRESS, A SPEECH ON CONTRADICTIONS BY MAO TSE-TUNG, AND LECTURES ON ECONOMICS BY PROFESSOR CHANG YEN - T'IEN. ENTRIES ARE ARRANGED THUS--(1) CHINESE CHARACTERS, BY RADICALS AND NUMBER OF STROKES, (2) THE YALE ROMANIZATION FOR THE CHARACTERS WITH ENGLISH TRANSLATION, AND (3) FINALLY THE REFERENCES WITH THE RELEVANT PAGE NUMBERS. MEANINGS ARE GENERALLY ASSIGNED ACCORDING TO THE SPECIFIC USAGE OF THE TERM IN THE TEXT UNDER CONSIDERATION. SIMPLIFIED OR ABBREVIATED CHARACTERS ARE INCLUDED, ARRANGED TO FOLLOW THE TRADITIONAL FORM. CHARACTERS IN ABBREVIATED FORM IN THE TEXTS ARE ALSO LISTED DUE TO THEIR FREQUENT USE IN COMMUNIST READING MATERIALS. THE AUTHOR SUGGESTS THAT THE GLOSSARY SHOULD BE USEFUL WITH MATERIALS OTHER THAN THOSE FROM WHICH IT WAS DERIVED (RS)

ED 003 878 48

COMPARING THE PHONETIC CHARACTERISTICS OF LANGUAGES.
BY- [illegible]LATTRE, PIERRE
COLORADO UNIV., BOULDER
REPORT NUMBER NDEA-VI-70 PUB DATE 15 JUN 63
CONTRACT OEC-2-14-026
EDRS PRICE MF-$0.27 HC-$6.16 154P.

DESCRIPTORS- *COMPARATIVE ANALYSIS, *LANGUAGE PATTERNS, *LANGUAGE RESEARCH, *PHONETIC ANALYSIS, *RESEARCH METHODOLOGY, BOULDER, COLORADO, ENGLISH, FRENCH, GERMAN, SPANISH,

THE PHONETIC FEATURES NECESSARY FOR GOOD PRONUNCIATION AND EFFECTIVE USE OF LANGUAGES WERE STUDIED. A FOUR-WAY

RESEARCH TECHNIQUE WAS DEVELOPED FOR COMPARISON AMONG LANGUAGES (1) INVOLVING SPECTROGRAPHIC ANALYSIS, (2) SPECTROGRAPHIC SYNTHESIS, (3) MOTION PICTURE ANALYSIS, AND (4) STATISTICAL ANALYSIS. THE ELECTRONIC INSTRUMENTATION CONSTRUCTED FOR THE STUDY WAS ALSO DESCRIBED. THE PROSODIC, VOCALIC, AND CONSONANT FEATURES OF FRENCH, ENGLISH, GERMAN, AND SPANISH COMPARED UNDER 40 SUBDIVISIONS WERE DISCUSSED IN DETAIL. SOME SIGNIFICANT RESULTS OF THE STUDY WERE (1) AN X-RAY MOTION PICTURE LIBRARY OF TONGUE PROFILES FOR FRENCH AND ENGLISH, (2) AN ISOLATION OF CONSONANT VOICING FACTORS BY SYNTHESIS FOR ENGLISH, AND (3) VARIOUS SUCCESSFUL PHONETIC COMPARISONS. RELATED MATERIAL MAY BE FOUND IN ED 003 879 AND ED 010 231. (RS)

ED 003 879 48
THE GENERAL PHONETIC CHARACTERISTICS OF LANGUAGES.
BY- DELATTRE, PIERRE
CALIFORNIA UNIV., SANTA BARBARA
REPORT NUMBER NDEA-VI-71 PUB DATE 65
CONTRACT OEC-5-14-003
EDRS PRICE MF-$0.27 HC-$5.24 131P.

DESCRIPTORS- *FRENCH, *GERMAN, *LANGUAGE, *LANGUAGE RESEARCH, *SPANISH, CALIFORNIA, LANGUAGE PATTERNS, PHONETICS, SANTA BARBARA,

THE PHONETIC FEATURES OF AMERICAN ENGLISH AND OF THE FOREIGN LANGUAGES TAUGHT IN THE UNITED STATES WERE ANALYZED AND DESCRIBED. STUDIES INVOLVED COMPARING ENGLISH TO GERMAN, SPANISH, AND FRENCH ON THE BASIS OF VARIOUS PROSODIC, VOCALIC, AND CONSONANT LANGUAGE FEATURES. SPECTROGRAPHIC PATTERNS OF CONTRASTIVE UTTERANCES WERE ANALYZED, SYNTHESIZED, AND TRANSFORMED INTO SOUND BY A SPEECH SYNTHESIZER. THE EXTENT TO WHICH ASSUMED ACOUSTICAL DIFFERENCES PRODUCE APPROPRIATE AUDITORY DIFFERENCES WERE THUS DETERMINED BY LISTENING. IN ADDITION, MOTION PICTURE X-RAYS OF THE UTTERANCES WERE MADE AND STUDIED FRAME-BY-FRAME, BY MEANS OF SPECIAL PROJECTORS, TO DISCOVER THE ARTICULATORY FEATURES THAT CORRELATED WITH THE ACOUSTICAL ONES FOUND BY SPECTROGRAPHIC ANAL IS AND SYNTHESIS. AS A COMPLEMENT TO THE INSTRUMENTAL RESEARCH, PHONETIC FEATURES OF THE FOUR SUBJECT LANGUAGES WERE INVESTIGATED BY STATISTICAL ANALYSIS, AND RELATED TO SUCH FEATURES AS PHONEME FREQUENCY, PHONEMIC DISTRIBUTION, AND SYLLABLE TYPES. RELATED MATERIAL MAY BE FOUND IN ED 003 878 AND ED 010 231. (LP)

ED 003 880 48
EXPERIMENTAL REFINING AND STRENGTHENING OF UNDERGRADUATE FOREIGN LANGUAGE CURRICULA WITH SUPPORTING RESEARCH IN TEACHING TECHNIQUES.
BY- STEWART, BLAIR AND OTHERS
ASSOCIATED COLLEGES OF THE MIDWEST, CHICAGO, ILL.
REPORT NUMBER NDEA-VI-73 PUB DATE 64
CONTRACT OEC-SAE-8833
EDRS PRICE MF-$0.45 HC-$11.56 289P.

DESCRIPTORS- *CURRICULUM DEVELOPMENT, *LANGUAGE INSTRUCTION, *LANGUAGE LABORATORIES, *LANGUAGES, *LINGUISTICS, BELOIT COLLEGE, CHICAGO, COLLEGES, ILLINOIS, INSTRUCTIONAL MATERIALS, LANGUAGE LABORATORY EQUIPMENT, LANGUAGES, PROGRAMED INSTRUCTION, SUMMER WORKSHOPS, WORKSHOPS,

A 4-YEAR PROGRAM OF COOPERATIVE ACTIVITY IN FOREIGN LANGUAGE INSTRUCTION WAS UNDERTAKEN BY 10 MIDWEST COLLEGES. THE BASIC OBJECTIVE OF THE PROGRAM WAS TO IMPROVE TEACHING AND CURRICULAR PRACTICES FOR FOREIGN LANGUAGE MAJORS AND FOREIGN LANGUAGE TEACHING MAJORS. UNDER THE DIRECTION OF A FULL-TIME COORDINATOR, AN OFFICE FOR THE PROGRAM WAS ESTABLISHED AT BELOIT COLLEGE. PART-TIME COORDINATORS WERE APPOINTED AT EACH PARTICIPATING COLLEGE. FACULTY WORKSHOPS WERE HELD EACH SUMMER FOR COORDINATING AND IMPLEMENTING THE PROGRAM. A TOTAL OF 52 FACULTY MEMBERS ATTENDED THE SUMMER SESSIONS WHICH INVOLVED REVIEWS OF LANGUAGE LABORATORY EQUIPMENT, THE DESIGN OF CLASSROOM EXPERIMENTS, STUDY OF THE RELATION OF LINGUISTICS TO LANGUAGE INSTRUCTION, AND THE DEVELOPMENT OF INSTRUCTIONAL MATERIALS. THE WORKSHOPS WERE RATED BY THE PARTICIPANTS AS THE MOST VALUABLE ASPECT OF THE PROGRAM. A NUMBER OF TENTATIVE CONCLUSIONS FROM THE EXPERIMENTAL PHASES OF THE PROGRAM WERE PRESENTED AND DISCUSSED. (JC)

ED 003 881 48
GRAPHICAL REPRESENTATION OF PERCEIVED PITCH IN SPEECH.
BY- COWAN, J.M.
CORNELL UNIV., ITHACA, N.Y.
REPORT NUMBER NDEA-VI-76 PUB DATE 62
EDRS PRICE MF-$0.09 HC-$0.36 9P.

DESCRIPTORS- *LINGUISTICS, *PERCEPTION, *PHONETICS, *SPEECH, ITHACA, NEW YORK, PHONETICS ANALYSIS,

AN ARTICLE ON GRAPHICAL REPRESENTATION OF PERCEIVED PITCH IN SPEECH WAS PRESENTED. THIS ARTICLE, A REPRINT FROM THE PROCEEDINGS OF THE FOURTH INTERNATIONAL CONGRESS OF PHONETIC SCIENCES, PROVIDED A GENERAL DESCRIPTION OF THE METHOD AND INSTRUMENTATION OF GRAPHICALLY DESCRIBING SPEECH INTONATIONS, AND PRESENTED A HISTORICAL AND THEORETICAL TREATMENT OF THE PROBLEM. (APPENDIXES TO THIS REPORT APPEAR IN ED 003 882.) (GD)

ED 003 882 48
DEVELOPMENT OF A DEVICE TO RECORD GRAPHICALLY INTONATIONS OF SPEECH AS THEY ARE PERCEIVED BY A LISTENER. FINAL REPORT.
BY- COWAN, J. M.
CORNELL UNIV., ITHACA, N.Y.
REPORT NUMBER NDEA-VI-76-1 PUB DATE 15 JAN 63
CONTRACT OEC-SAE-8365
EDRS PRICE MF-$0.09 HC-$0.76 19P.

DESCRIPTORS- *LINGUISTICS, *PERCEPTION, *PHONETICS, *PHONETIC ANALYSIS, *SPEECH, ITHACA, LINGUISTIC PATTERNS, NEW YORK,

THIS 2-PART REPORT DEALT WITH THE DEVELOPMENT OF AN INSTRUMENT FOR GRAPHICALLY RECORDING SPEECH INTONATIONS. THE APPENDIXES GAVE DETAILS OF CIRCUITRY AND INSTRUMENTATION FOR THE PITCH MATCHING DEVICE AND THE INTONATION PLAYBACK. (THIS REPORT IS A SUPPLEMENT TO ED 003 881.) (LP)

ED 003 883 48
EXPERIMENTAL ANALYSIS OF THE CONTROL OF SPEECH PRODUCTION AND PERCEPTION--III. PROGRESS REPORT NO. 3.
BY- LANE, HARLAN AND OTHERS
MICHIGAN UNIV., ANN ARBOR,COLL.OF LIT.,SCI.,ARTS

REPORT NUMBER NDEA-VI-77-3 PUB DATE APR 63
REPORT NUMBER PR-3
CONTRACT OEC-SAE-9265
EDRS PRICE MF-$0.36 HC-$10.00 250P.

DESCRIPTORS- *AUTOINSTRUCTIONAL AIDS, *ORAL COMMUNICATION, *PERCEPTION, *SPEECH INSTRUCTION, *SPEECH SKILLS, ANN ARBOR, AUDITORY PERCEPTION, COMMUNICATIONS SKILLS, LANGUAGE RESEARCH, LISTENING, MICHIGAN, REINFORCEMENT, RESEARCH, SPEECH, SPEECH AUTOINSTRUCTION DEVICE (SAID), STIMULUS DEVICES, STRUCTURAL ANALYSIS,

TEN EXPERIMENTAL ANALYSES RELATED TO THE CONTROL OF SPEECH PRODUCTION AND PERCEPTION WERE REPORTED. THE ANALYSES WERE CONCERNED WITH THE DIFFERENTIAL EFFECTS OF STIMULI AND REINFORCEMENTS ON SPEECH PRODUCTION AND THE DISCRIMINATORY PERCEPTION OF SPEECH. INITIAL SPECIFICATIONS WERE INCLUDED FOR A SPEECH AUTOINSTRUCTION DEVICE TO BE USED FOR TEACHING PROSODIC FEATURES OF SPEECH. (RELATED REPORTS ARE ED 003 884-ED 003 887.) (WN)

ED 003 884 48

EXPERIMENTAL ANALYSIS OF THE CONTROL OF SPEECH PRODUCTION AND PERCEPTION--IV. PROGRESS REPORT NO. 4.
BY- LANE, HARLAN AND OTHERS
MICHIGAN UNIV., ANN ARBOR,COLL.OF LIT.,SCI.,ARTS
REPORT NUMBER NDEA-VI-78-4 PUB DATE NOV 63
REPORT NUMBER PR-4
REPORT NUMBER 05613-1-P
CONTRACT OEC-3-14-013
EDRS PRICE MF-$0.36 HC-$8.32 208P.

DESCRIPTORS- *LANGUAGE RESEARCH, *PERCEPTUAL DEVELOPMENT, *PROGRAMED INSTRUCTION, *SPEECH, *SPEECH INSTRUCTION, ANN ARBOR, EXPERIMENTAL PROGRAMS, LINGUISTICS, MICHIGAN, THEORIES,

THE PROGRESS OF AN EXPERIMENTAL RESEARCH PROGRAM IN SPEECH CONTROL WAS REPORTED. DISCUSSION TOPICS WERE (1) PROGRAMED LEARNING OF A SECOND LANGUAGE, (2) A CRITICAL REVIEW OF THE MOTOR THEORY OF SPEECH PERCEPTION, (3) VISUAL CONTROL OF PHONEMIC CONTRASTS (A TEST OF THE MOTOR THEORY OF SPEECH PERCEPTION), (4) SINGLE STIMULUS PROPERTIES IN THE IDENTIFICATION OF COMPLEX TONES, AND (5) A TECHNIQUE FOR PRODUCING KNOWN SOUND PRESSURES AT THE EARDRUM. (RELATED REPORTS ARE ED 003 883-ED 003 887.) (RS)

ED 003 885 48

PRELIMINARY MANUAL FOR THE SPEECH AUTOINSTRUCTIONAL DEVICE. PROGRESS REPORT NO. 5.
BY- LANE, HARLAN
MICHIGAN UNIV., ANN ARBOR,COLL.OF LIT.,SCI.,ARTS
REPORT NUMBER NDEA-VI-78-5 PUB DATE FEB 64
REPORT NUMBER PR-5
REPORT NUMBER 05613-2-P
CONTRACT OEC-3-14-013
EDRS PRICE MF-$0.09 HC-$0.92 23P.

DESCRIPTORS- *COMPUTER ASSISTED INSTRUCTION, *MANUALS, *PERCEPTION, *SPEECH, *TEACHING GUIDES, ANN ARBOR, EXPERIMENTAL PROGRAMS, LANGUAGE RESEARCH, MICHIGAN,

THIS INSTRUCTIONAL MANUAL WAS PREPARED FOR A COMPUTER-BASED SPEECH TRAINING SYSTEM, DESIGNED TO CONDITION FLUENCY IN THE PROSODIC FEATURES OF SPEECH. THE SCOPE OF THE MANUAL COVERED (1) SYSTEM AND SUBSYSTEM SPECIFICATIONS, (2) SYSTEM AND PROGRAM OPERATIONAL CHARACTERISTICS, AND (3) BASIC INFORMATION ON THE CONTROL OF SPEECH PRODUCTION AND PERCEPTION. THE MANUAL IS A PROGRESS REPORT ON AN EXPERIMENTAL RESEARCH PROGRAM IN SPEECH CONTROL. (RELATED REPORTS ARE ED 003 883-ED 003 887.) (JH)

ED 003 886 48

EXPERIMENTAL ANALYSIS OF THE CONTROL OF SPEECH PRODUCTION AND PERCEPTION--VI. PROGRESS REPORT NO. 6.
BY- LANE, HARLAN
MICHIGAN UNIV., ANN ARBOR,COLL.OF LIT.,SCI.,ARTS
REPORT NUMBER NDEA-VI-78-6 PUB DATE NOV 64
REPORT NUMBER PR-6
REPORT NUMBER 05586-05613-3-P
CONTRACT OEC-3-14-013
EDRS PRICE MF-$0.45 HC-$12.88 322P.

DESCRIPTORS- *AUTOINSTRUCTIONAL AIDS, *EXPERIMENTAL PROGRAMS, *LANGUAGE RESEARCH, *PERCEPTUAL DEVELOPMENT, *SPEECH, ANN ARBOR, MICHIGAN, THEORIES,

VARIOUS ASPECTS OF THE PROGRESS OF AN EXPERIMENTAL PROGRAM IN SPEECH CONTROL WERE REPORTED. THE TOPICS COVERED IN THE DISCUSSIONS WERE (1) ACOUSTIC AND DISCRIMINATIVE PROPERTIES OF SPEECH SOUNDS, (2) MATCHING FUNCTIONS AND EQUAL-SENSATION CONTOURS FOR LOUDNESS, (3) RELATIONS BETWEEN IDENTIFICATION AND DISCRIMINATION FUNCTIONS FOR SPEECH AND NONSPEECH CONTINUUMS, (4) IDENTIFICATION AND DISCRIMINATION FUNCTIONS FOR GRAPHEMES AND LINES, (5) A RELATION BETWEEN STIMULUS GENERALIZATION AND MAGNITUDE ESTIMATION, (6) AN APPLICATION OF MEAN VALUE THEORY TO PSYCHOPHYSICAL MEASUREMENT, (7) SELF-INSTRUCTIONAL DEVICE FOR CONDITIONING ACCURATE PROSODY, AND (8) PROGRAM FOR REVIEWS, AND A REVIEW OF A PROGRAM ON LINGUISTICS. (RELATED REPORTS ARE ED 003 883-ED 003 887.) (RS)

ED 003 887 48

EXPERIMENTAL ANALYSIS OF THE CONTROL OF SPEECH PRODUCTION AND PERCEPTION-VII. FINAL REPORT.
BY- LANE, HARLAN
MICHIGAN UNIV., ANN ARBOR,COLL.OF LIT.,SCI.,ARTS
REPORT NUMBER NDEA-VI-78-7 PUB DATE FEB 65
REPORT NUMBER REPORT-7
REPORT NUMBER 05586-05613-4-F
CONTRACT OEC-3-14-013
EDRS PRICE MF-$0.09 HC-$2.32 58P.

DESCRIPTORS- *LANGUAGE PATTERNS, *LINGUISTICS, *ORAL COMMUNICATION, *PERCEPTION, *SPEECH, ANN ARBOR, BEHAVIOR, EXPERIMENTAL PROGRAMS, MICHIGAN, MODELS, RETENTION, SPEECH EDUCATION,

THIS REPORT CONTAINS FOUR ARTICLES REPRESENTING THE FINAL EFFORTS OF A COMPREHENSIVE EXPERIMENTAL PROGRAM IN SPEECH CONTROL. THE ARTICLES ARE TITLED (1) "THE BEHAVIORAL BASIS OF THE POLARITY PRINCIPLE IN LINGUISTICS," (2) "MODELS OF LEARNING AND METHODS OF TEACHING," (3) "RETENTION OF VOCAL TOPOGRAPHY," AND (4) "MULTIDIMENSIONAL STIMULUS CONTROL OF

THE DISCRIMINATIVE RESPONSE IN EXPERIMENTAL CONDITIONING AND PSYCHOPHYSICS." (RELATED REPORTS ARE ED 003 883-ED 003 886.) (JM)

ED 003 838 48

SEQUENCE OF DISCRIMINATION AND DIFFERENTIATION TRAINING IN THE TEACHING OF FRENCH IN THE EARLY PRIMARY GRADES. FINAL REPORT.
BY- MACE, LAWRENCE L. KEISLAR, EVAN R.
CALIFORNIA UNIV., LOS ANGELES
REPORT NUMBER NDEA-VI-80 PUB DATE MAR 65
CONTRACT OEC-3-14-022
EDRS PRICE MF-$0.45 HC-$11.60 290P.

DESCRIPTORS- *FRENCH, *LANGUAGE INSTRUCTION, *PHONOLOGY, *PRIMARY GRADES, *SEQUENTIAL APPROACH, CALIFORNIA, EXPERIMENTAL PROGRAMS, LOS ANGELES, TEACHING TECHNIQUES,

THE PROBLEMS OF INSTRUCTION IN THE PHONOLOGY OF A SECOND LANGUAGE WERE INVESTIGATED. THIS REPORT DEALS PARTICULARY WITH THE PROBLEM OF SEQUENCE OF DISCRIMINATION AND DIFFERENTIATION TRAINING IN FRENCH INSTRUCTION IN THE PRIMARY GRADES. THE BODY OF THE REPORT PRESENTED THE THEORETICAL FRAMEWORK, A DETAILED STATEMENT OF THE PROBLEM, THE DESCRIPTION OF THE EXPERIMENTAL PROCEDURE, RESULTS, AND CONCLUSIONS FOR THE PROJECT. THE APPENDIXES INCLUDED (1) THE INSTRUCTIONAL FRENCH PROGRAM FOR EXPERIMENT 1, (2) THE PROGRAMED MATERIALS FOR EXPERIMENT 2, (3) THE REPLICATION STUDY, AND (4) THE SUMMARY OF THE FINAL REPORT. (SC)

ED 003 839 48

THE DEVELOPMENT AND EVALUATION OF AN ELEMENTARY SCHOOL FOREIGN LANGUAGE TEACHING TECHNIQUE.
BY- GALAS, EVANGELINE M.
HORACE GREELEY HIGH SCHOOL, CHAPPAQUA, N. Y.
REPORT NUMBER NDEA-VI-82 PUB DATE DEC 61
REPORT NUMBER OE-27019
CONTRACT OEC-SAE-8932
EDRS PRICE MF-$0.18 HC-$2.56 64P.

DESCRIPTORS- *ELEMENTARY SCHOOL TEACHERS, *LANGUAGE INSTRUCTION, *LANGUAGE RECORDS (PHONOGRAPH), *ROTE LEARNING, *TEACHING TECHNIQUES, CHAPPAQUA, CONVERSATIONAL SPANISH, EVALUATION, FRENCH, NEW YORK, SPANISH, TAPE RECORDINGS,

THE DEGREE OF SUCCESS THAT MIGHT BE EXPECTED FROM THE USE OF FOREIGN LANGUAGE RECORDS BY AN ELEMENTARY CLASSROOM TEACHER WITH LITTLE OR NO KNOWLEDGE OF THE LANGUAGE BEING TAUGHT WAS INVESTIGATED. TECHNIQUES AND PROCEDURES WERE OUTLINED IN A TEACHER'S MANUAL WRITTEN ESPECIALLY TO ASSIST THE TEACHER IN GUIDING CLASSES THROUGH THE LESSONS ON THE RECORD. THE SAMPLE CONSISTED OF 563 ELEMENTARY SCHOOL STUDENTS IN 20 CLASSES. RECORDINGS OF CLASS SESSIONS WERE MADE FOR EVALUATIVE PURPOSES. IT WAS FOUND THAT (1) CHILDREN'S MISPRONUNCIATIONS REFLECTED RECORDING DISC SHORTCOMINGS, (2) THE SING-SONG EFFECT OF CHORUS REPETITION HAD A NEGATIVE EFFECT ON NORMAL PACE, RHYTHM, AND INTONATION PATTERNS, AND (3) THE CHILDREN DID NOT MASTER THE PHONETICS OF THE LANGUAGE STUDIED. (LP)

ED 003 890 48

AUDIO-LINGUAL TECHNIQUES FOR TEACHING FOREIGN LANGUAGES, FRENCH.
BY- CAPRETZ, PIERRE J.
YALE UNIV., NEW HAVEN, CONN.
REPORT NUMBER NDEA-VI-86-1 PUB DATE 62
EDRS PRICE MF-$0.09 HC-$0.96 24P.

DESCRIPTORS- *AUDIOLINGUAL METHODS, *FOREIGN LANGUAGE FILMS, *FRENCH, *INSTRUCTIONAL FILMS, *LANGUAGE INSTRUCTION, CONNECTICUT, FILM PRODUCTION, FILMS, LANGUAGES, NEW HAVEN, RESOURCE MATERIALS, TEACHER EDUCATION, TEACHING,

A SERIES OF FILMS HAVE BEEN PRODUCED ON AUDIOLINGUAL TECHNIQUES FOR TEACHING FOREIGN LANGUAGE. THIS MANUAL, WHICH DISCUSSES THE FILM ON FRENCH, HAS BEEN DESIGNED TO PROVOKE DISCUSSION, INTERPRETATION, CRITICISM, AND PROVIDE A FULL UNDERSTANDING OF THE TECHNIQUES PORTRAYED ON THE SCREEN AND OF THE LEARNING PROCESS AS A WHOLE. THE ORGANIZATION OF THE FILM'S THREE PARTS IS DISCUSSED. PART 1 PRESENTS A 45-MINUTE CLASS PERIOD WHICH HAS BEEN CONDENSED INTO APPROXIMATELY 30 MINUTES. ITS OBJECT IS TO SHOW A VARIETY OF TECHNIQUES WHICH CAN BE USED IN AN AUDIOLINGUAL COURSE AND THE TRANSITION FROM ONE TECHNIQUE TO ANOTHER. PART 2 (A 15-MINUTE FILM) IS DEVOTED TO THE SPECIAL PROBLEM OF THE FIRST DAY OF CLASS IN A BEGINNING COURSE. PART 3 IS DESIGNED TO SHOW INDIVIDUAL TEACHING TECHNIQUES. IT IS SUGGESTED THAT EACH TECHNIQUE BE VIEWED AND DISCUSSED SEVERAL TIMES BEFORE PROCEEDING TO THE NEXT. (JC)

ED 003 891 48

AUDIO-LINGUAL TECHNIQUES FOR TEACHING FOREIGN LANGUAGES, RUSSIAN.
BY- CAPRETZ, PIERRE J.
YALE UNIV., NEW HAVEN, CONN.
REPORT NUMBER NDEA-VI-86-2 PUB DATE 62
EDRS PRICE MF-$0.09 HC-$1.04 26P.

DESCRIPTORS- *AUDIOLINGUAL METHODS, *FOREIGN LANGUAGE FILMS, *INSTRUCTIONAL FILMS, *RUSSIAN, *STUDENT TEACHER RELATIONSHIP, AUDIOVISUAL AIDS, CONNECTICUT, INSTRUCTIONAL MATERIALS, LANGUAGE INSTRUCTION, LANGUAGES, NEW HAVEN, TEACHING GUIDES, TEACHING TECHNIQUES,

A FILM WAS PRODUCED WHICH DEALT WITH FOREIGN LANGUAGE INTERACTION BETWEEN TEACHER AND PUPIL IN THE AUDIOLINGUAL TECHNIQUE FOR TEACHING RUSSIAN. THE USE OF MOTION PICTURES FOR THIS PURPOSE HAS OBVIOUS ADVANTAGES, BUT THE FILM CANNOT BE EXPECTED TO TELL THE STORY ALL BY ITSELF. AN ACCOMPANYING MANUAL WAS PRINTED TO SERVE AS A COMMENTARY TO BE READ BY THE TEACHER TO HIMSELF. PART ONE WAS DESIGNED TO SHOW CONTINUITY WITHIN A CLASS PERIOD. PART TWO WAS DEVOTED TO THE SPECIAL PROBLEMS OF THE FIRST DAY OF CLASS IN A BEGINNING COURSE. PART THREE WAS A STUDY OF INDIVIDUAL TECHNIQUES. (TC)

ED 003 892 48

AUDIOLINGUAL TECHNIQUES FOR TEACHING FOREIGN LANGUAGES, GERMAN.
BY- CAPRETZ, PIERRE J.
YALE UNIV., NEW HAVEN, CONN.
REPORT NUMBER NDEA-VI-86-3 PUB DATE 62
EDRS PRICE MF-$0.09 HC-$1.04 26P.

DESCRIPTORS- *AUDIOLINGUAL METHODS, *FOREIGN LANGUAGE FILMS, *GERMAN, *INSTRUCTIONAL FILMS, *LANGUAGE INSTRUCTION, CONNECTICUT, FILMS, LANGUAGES, NEW HAVEN, RESOURCE MATERIALS, TEACHER EDUCATION, TEACHING,

A SERIES OF FILMS HAVE BEEN PRODUCED ON AUDIOLINGUAL TECHNIQUES FOR TEACHING FOREIGN LANGUAGES. IN THIS MANUAL THE FILM ON GERMAN IS DISCUSSED. THE MANUAL HAS BEEN DESIGNED TO PROVIDE DISCUSSION, INTERPRETATION, CRITICISM, AND A FULL UNDERSTANDING OF THE TECHNIQUES PORTRAYED ON THE SCREEN AND OF THE LEARNING PROCESS AS A WHOLE. THE FILM IS DIVIDED INTO THREE PARTS--PART ONE PRESENTS A FULL 45-MINUTE CLASS PERIOD DURING THE 8TH MONTH OF INSTRUCTION, WHICH HAS BEEN CONDENSED INTO APPROXIMATELY 30 MINUTES. ITS OBJECTIVE IS TO SHOW A VARIETY OF AUDIOLINGUAL TECHNIQUES. PART TWO (15 MINUTES) IS DEVOTED TO THE SPECIAL PROBLEMS OF THE FIRST DAY OF CLASS IN A BEGINNING COURSE. PART THREE OF THE FILM PRESENTS THE STUDY OF INDIVIDUAL INSTRUCTIONAL TECHNIQUES. THIS PART IS DESIGNED TO BE SHOWN SECTION BY SECTION, SO THAT THE VIEWING OF EACH SECTION MAY BE FOLLOWED BY DISCUSSION. (JC)

ED 003 893 48

FILMED RECITATIONS OF FRENCH LITERATURE--EVALUATION OF THE FILM AND CULTURAL COMMENTARY. FINAL REPORT.
BY- RIECKS, DONALD F. AND OTHERS
WASHINGTON UNIV., SEATTLE
REPORT NUMBER NDEA-VI-87-1 PUB DATE JUL 64
CONTRACT OEC-4-14-010
EDRS PRICE MF-$0.09 HC-$1.36 34P.

DESCRIPTORS- *FOREIGN LANGUAGE FILMS, *FRENCH, *INSTRUCTIONAL FILMS, *POETRY, *PROGRAM EVALUATION, AUDIOVISUAL AIDS, EXPERIMENTAL PROGRAMS, FILM PRODUCTION, LANGUAGE INSTRUCTION, LITERATURE, SEATTLE, WASHINGTON,

AN EVALUATION AND CULTURAL COMMENTARY ON FILMED RECITATIONS OF FRENCH LITERATURE WERE PRESENTED. THE FILM PRODUCED INCLUDED 15 POEMS REPRESENTING THE 15TH TO THE 20TH CENTURIES, ONE MONOLOG, AND ONE SHORT STORY. THE SELECTIONS WERE ARRANGED BY AGE LEVELS INTO FOUR REELS, TOTALING 41 MINUTES. ASSEMBLING THE IDEAS COLLECTED FOR THE COMMENTARY INVOLVED VERIFYING THE TEXTS AND DATES OF THE SELECTIONS, COMPILING THE BIBLIOGRAPHIES, PREPARING VOCABULARY AIDS AND ILLUSTRATIONS, OBTAINING THE WAIVER OF COPYRIGHTS FOR THE ACADEMIC YEAR OF EXPERIMENTATION, AND DRAFTING CHAPTERS FOR THE COMMENTARY. THE CIRCULATION OF THE FILM AND COMMENTARY TO TEACHERS IN SCHOOLS AND COLLEGES, FOR CRITICISMS AND CONSTRUCTIVE IDEAS ON THE MATERIAL, RESULTED IN THE PRESENT EVALUATION. ED 003 894 IS RELATED. (GC)

ED 003 894 48

FILM-RECITAL OF FRENCH POEMS--CULTURAL COMMENTARY.
BY- RIECKS, DONALD F. AND OTHERS
WASHINGTON UNIV., SEATTLE
REPORT NUMBER NDEA-VI-87-2 PUB DATE 64
EDRS PRICE MF-$0.27 HC-$7.60 190P.

DESCRIPTORS- *FOREIGN LANGUAGE FILMS, *FRENCH, *INSTRUCTIONAL FILMS, *POETRY, *TEACHING GUIDES, AUDIOVISUAL AIDS, EXPERIMENTAL PROGRAMS, FILM PRODUCTION, LANGUAGE INSTRUCTION, LITERATURE, SEATTLE, WASHINGTON,

THIS COMMENTARY, TOGETHER WITH AN EVALUATION (ED 003 893), DESCRIBED THE EXPERIMENTAL FILM PRODUCTION OF FRENCH POEMS. FOR THE FILM 15 POEMS, A MONOLOG, AND 1 SHORT STORY WERE RECITED IN FRENCH WITH ILLUSTRATIONS. THIS REPORT COVERED (1) SUGGESTIONS FOR TEACHING THE POEMS, (2) POSSIBLE ELEMENTS OF A PLAN FOR TEACHING A POEM, (3) ASPECTS OF THE CULTURE AND SOCIETY EMBODIED IN THE POEM, (4) TECHNICAL SUGGESTIONS, (5) CRITICISM AND SUGGESTIONS SOUGHT FROM TEACHERS AND STUDENTS, AND (6) THE POEMS (IN FRENCH) AND ILLUSTRATIONS USED IN THE FILM. (GC)

ED 003 895 48

LEXICOGRAPHICAL TREATMENT OF FOLK TAXONOMIES, WORKPAPER FOR CONFERENCE ON LEXICOGRAPHY, INDIANA UNIVERSITY, NOVEMBER 11-12, 1960.
BY- CONKLIN, HAROLD C.
INDIANA UNIV., BLOOMINGTON
REPORT NUMBER NDEA-VI-16-12 PUB DATE 60
EDRS PRICE MF-$0.09 HC-$1.08 27P.

DESCRIPTORS- *FOLK CULTURE, *LEXICOGRAPHY, *LINGUISTIC PATTERNS, *STRUCTURAL ANALYSIS, *TAXONOMY, BLOOMINGTON, INDIANA,

THIS REPORT DISCUSSES LEXICOGRAPHICAL CLASSIFICATION OF FOLK TERMS. THE CONCERNS OF SUCH CLASSIFICATION ARE DESCRIBED AS (1) IDENTIFYING RELEVANT SYNTACTIC STRUCTURES, (2) IDENTIFYING FUNDAMENTAL SEMANTIC UNITS IN SPECIFIC CONTEXTS, (3) DELINEATING SIGNIFICANT SETS OF SEMANTIC UNITS IN PARTICULAR DOMAINS, AND (4) TRANSLATING AND MARKING THE SEMANTIC UNITS TO BRING OUT IMPORTANT UNIT RELATIONSHIPS. THIS REPORT IS ONE OF A SERIES OF 13 PAPERS PRESENTED AT A CONFERENCE ON LEXICOGRAPHY, INDIANA UNIVERSITY, NOVEMBER 11-12, 1960. (JH)

ED 003 896 48

SOME NOTES ON BILINGUAL LEXICOGRAPHY.
BY- HARRELL, RICHARD S.
INDIANA UNIV., BLOOMINGTON
REPORT NUMBER NDEA-VI-16-11 PUB DATE 60
EDRS PRICE MF-$0.09 HC-$0.56 14P.

DESCRIPTORS- *ARABIC, *BILINGUALISM, *CONFERENCES, *DICTIONARIES, *LEXICOGRAPHY, BLOOMINGTON, INDIANA,

BASIC PROBLEMS IN THE COMPOSITION OF BILINGUAL DICTIONARIES WERE DISCUSSED, INCLUDING (1) DETERMINING USER-GROUPS FOR WHOM A DICTIONARY IS INTENDED, (2) INDICATING MULTIPLE SEMANTIC MEANINGS, AND (3) COMPILING A DICTIONARY FOR USER-GROUPS WHO AIM AT EXPRESSING THEMSELVES IN A LANGUAGE AS WELL AS COMPREHENDING IT. FURTHER DISCUSSIONS DEALT WITH ARABIC LEXICOGRAPHICAL PROBLEMS AND A METHODOLOGY FOR DEVELOPING ARABIC DICTIONARIES. THIS REPORT IS ONE OF A SERIES OF 13 PAPERS PRESENTED AT A CONFERENCE ON LEXICOGRAPHY, INDIANA UNIVERSITY, NOVEMBER 11-12, 1960. (RS)

ED 003 897 48

THE ROLE OF TRANSCRIPTION IN THE LEARNING OF THE ORTHOGRAPHIC REPRESENTATIONS OF RUSSIAN SOUNDS.
BY- CROTHERS, EDWARD AND OTHERS
STANFORD UNIV., CALIF., INST.FOR MATH.STUD.SOC.SCI
REPORT NUMBER NDEA-VI-92-4 PUB DATE 17 JUN 63

REPORT NUMBER TR-56
EDRS PRICE MF-$0.18 HC-$2.72 68P.

DESCRIPTORS- *LANGUAGE INSTRUCTION, *LEARNING PROCESSES, *ORTHOGRAPHIC SYMBOLS, *PHONEMES, *RUSSIAN, CALIFORNIA, COLLEGE INSTRUCTION, EXPERIMENTAL PROGRAMS, MULTISENSORY LEARNING, STANFORD,

THE USE OF PHONEMIC TRANSCRIPTION IN SECOND LANGUAGE LEARNING WAS INVESTIGATED, SPECIFICALLY AS TRANSCRIPTION FACILITATES AUDITORY-VISUAL RECOGNITION OF RUSSIAN SOUNDS AND SCRIPT. PHONEMIC TRANSCRIPTION SERVED IN THIS STUDY AS THE MEDIATING AGENT BETWEEN RUSSIAN SOUNDS AND CYRILLIC SCRIPT. THE LEARNING PROCESS WAS SET UP ON A MEDIATION CHAIN OF THREE ELEMENTS IN THE ORDER OF (1) AUDITORY STIMULUS OF RUSSIAN WORDS AND PHRASES OVER A TAPE RECORDER, (2) VISUAL STIMULUS OF THE SAME WORDS AND PHRASES, USING ROMAN SCRIPT FOR PHONEMIC TRANSCRIPTION, AND (3) VISUAL STIMULUS OF THE SAME WORDS AND PHRASES AGAIN, USING CYRILLIC CHARACTERS. TO EVALUATE THE EFFICIENCY OF THE ROMAN TRANSCRIPTIONS IN THE LEARNING PROCESS, TWO EXPERIMENTS WERE RUN--(1) ONE GROUP OF SUBJECTS WAS GIVEN TRAINING LISTS WITH THE TRANSCRIPTION PRINTED ABOVE EACH WORD, AND A SECOND GROUP LEARNED WITHOUT TRANSCRIPTION. AFTER FOUR EXPERIMENTAL SESSIONS, BOTH GROUPS WERE TESTED WITHOUT TRANSCRIPTION, (2) TRANSCRIPTION WAS UNDEREMPHASIZED IN THIS EXPERIMENT BY PRESENTING IT IN ONLY ONE-HALF OF THE TRIALS. COLLEGE-LEVEL STUDENTS WERE THE SUBJECTS OF THESE EXPERIMENTS. IN BOTH EXPERIMENTS, PHONEMIC TRANSCRIPTION APPEARED TO BE OF LIMITED VALUE IN FACILITATING THE LEARNING OF RUSSIAN. (JH)

ED 003 898 48
APPLICATION OF LEARNING THEORY TO PROBLEMS OF SECOND LANGUAGE ACQUISITION, WITH PARTICULAR REFERENCE TO RUSSIAN.
BY- SUPPES, PATRICK
STANFORD UNIV., CALIF., INST.FOR MATH.STUD.SOC.SCI
REPORT NUMBER NDEA-VI-93 PUB DATE 31 AUG 65
CONTRACT OEC-5-14-013
EDRS PRICE MF-$0.18 HC-$3.76 94P.

DESCRIPTORS- *LEARNING PROCESSES, *RUSSIAN, CALIFORNIA, ENGLISH, STANFORD,

SUPPES' 1963 MODEL WITH TWO PROCESSES, LEARNING AND FORGETTING, WAS USED IN AN ATTEMPT TO PREDICT THE OPTIMAL "LESSON SIZE" FOR TEACHING A LIST OF INDEPENDENT ITEMS. THE EXPERIMENT REPORTED IN THIS DOCUMENT WAS A TEST OF THIS PREDICTION IN A RUSSIAN-ENGLISH VOCABULARY LEARNING SETTING. (LP)

ED 003 899 48
PROBLEMS OF TURKISH LEXICOGRAPHY.
BY- TIETZE, ANDREAS
INDIANA UNIV., BLOOMINGTON
REPORT NUMBER NDEA-VI-16-10 PUB DATE 60
EDRS PRICE MF-$0.09 HC-$0.64 16P.

DESCRIPTORS- *HISTORICAL REVIEWS, *LANGUAGE RESEARCH, *LEXICOGRAPHY, *PROBLEMS, *TURKISH, BLOOMINGTON, INDIANA,

THE LEXICOGRAPHICAL PROBLEMS IN THE TURKISH LANGUAGE WERE DISCUSSED. HISTORICAL REVIEW OF THE LANGUAGE WAS PRESENTED WITH PROBLEMS OF LEXICOGRAPHY THAT EXISTED IN THE PAST COMPARED WITH THOSE OF THE PRESENT. DISCUSSION TOPICS OF THE REPORT INCLUDED (1) NAME OF THE LANGUAGE, (2) DELIMITATION COMPARED WITH RELATED LANGUAGES, (3) DELIMINATION COMPARED WITH EARLIER HISTORICAL PHASES, (4) DELIMITATION TOWARD NEW DEVELOPMENTS, (5) BORROWINGS FROM OTHER LANGUAGES, AND (6) DELIMITATION COMPARED WITH SUBSTANDARD WORD FORMS, SLANG, AND COLLOQUIALISMS. SPELLING, SCRIPT, AND COVERAGE PROBLEMS WERE ALSO REVIEWED. THIS REPORT IS ONE OF A SERIES OF 13 PAPERS PRESENTED AT A CONFERENCE ON LEXICOGRAPHY, INDIANA UNIVERSITY, NOVEMBER 11-12, 1960. (GC)

ED 003 900 48
SPANISH-BIOLOGY. FINAL REPORT.
BY- DORAN, THOMAS A.
FOLSOM UNIFIED SCHOOL DISTRICT, CALIF.
REPORT NUMBER NDEA-VI-96 PUB DATE 1 JAN 65
CONTRACT OEC-4-14-044
EDRS PRICE MF-$0.09 HC-$1.28 32P.

DESCRIPTORS- *ACHIEVEMENT GAINS, *BIOLOGY, *MATERIAL DEVELOPMENT, *SPANISH, *TEACHING TECHNIQUES, CALIFORNIA, CLASSROOM INTEGRATION, COURSE ORGANIZATION, FOLSOM DISTRICT,

THE EFFECT ON ACHIEVEMENT OF INTEGRATING THE STUDIES OF SPANISH AND BIOLOGY WAS REPORTED. STUDENTS IN THE EXPERIMENT RECEIVED INSTRUCTION IN BIOLOGY THROUGH DISCUSSIONS AND READINGS IN SPANISH. THE SPANISH LANGUAGE THUS BECAME THE MEANS TO AN END RATHER THAN THE SOLE END ITSELF. EXPERIMENTAL MATERIALS WERE SELECTED AND DEVELOPED, CONSISTING OF FILMS, DIALOGS, TESTS, TAPES, VISUAL AIDS, A TEACHING MANUAL, AND STUDENT TEXTS. THE EXPERIMENT WAS CONDUCTED WITH ELEMENTARY AND SECONDARY STUDENTS. CONTROL GROUPS WERE USED FOR COMPARATIVE PURPOSES. EVALUATIONS OVER A PERIOD OF ABOUT 1 SEMESTER SHOWED NO SIGNIFICANT DIFFERENCES BETWEEN EXPERIMENTAL AND CONTROL GROUPS IN SCHOLASTIC ACHIEVEMENT. AN UNBIASED INSTRUMENT FOR EVALUATING STUDENT ACHIEVEMENT COULD NOT BE FOUND. DIFFERENCES IN STUDENT ENTHUSIASM APPEARED TO FAVOR EXPERIMENTAL TREATMENTS. (RS)

ED 003 901 48
THE LABELING OF NATIONAL AND REGIONAL VARIATION IN POPULAR DICTIONARIES.
BY- READ, ALLEN W.
INDIANA UNIV., BLOOMINGTON
REPORT NUMBER NDEA-VI-16-9 PUB DATE OCT 60
EDRS PRICE MF-$0.09 HC-$0.64 16P.

DESCRIPTORS- *DIALECT STUDIES, *DIALECTS, *ENGLISH, *LEXICOGRAPHY, BLOOMINGTON, INDIANA,

LABELING TECHNIQUES FOR INDICATING LEXICOGRAPHIC VARIATIONS IN NATIONAL AND REGIONAL USE OF WORDS WERE DISCUSSED. THE REPORT SUGGESTS THAT TECHNIQUES ARE NECESSARY, FOR EXAMPLE, TO DISTINGUISH VARIATIONS AMONG THE ENGLISH DIALECTS OF ENGLAND, AMERICA, CANADA, SCOTLAND, AUSTRALIA, AND SOUTH AFRICA. THIS REPORT IS ONE OF A SERIES OF 13 PAPERS PRESENTED AT A CONFERENCE ON LEXICOGRAPHY, INDIANA UNIVERSITY, NOVEMBER 11-12, 1960. (TC)

ED 003 902 48

A TRANSCRIPT OF INTERVIEWS WITH FRANCO-AMERICANS, PART 2.
BY- BRAULT, GERARD J.
BOWDOIN COLL., BRUNSWICK, MAINE
REPORT NUMBER NDEA-VI-103 PUB DATE 60
EDRS PRICE MF-$0.09 HC-$1.68 42P.

DESCRIPTORS- *FRENCH, *LANGUAGE RESEARCH, *TESTS, *VOCABULARY, DIALECT STUDIES, FRANCO AMERICAN, FRENCH CANADIAN, LANGUAGE INSTRUCTION, PHONETICS, TAPE RECORDINGS,

TESTS TO DETERMINE SPOKEN EQUIVALENTS OF ENGLISH CONCEPTS USED IN INTERVIEWS WITH FRANCO-AMERICANS OF FRENCH-CANADIAN DESCENT ARE PRESENTED. THEY INCLUDE A PRELIMINARY CLASSIFICATION TEST, A VOCABULARY TEST, AND A PHONETICS TEST. THE INTERVIEWS WERE DESIGNED TO ILLUSTRATE THE CHIEF FEATURES OF THE FRENCH SPOKEN BY NEW ENGLAND FRANCO-AMERICANS AND TO PROVIDE USEFUL INFORMATION FOR FACILITATING INSTRUCTION IN STANDARD SPOKEN FRENCH OF THE NEW ENGLAND AREA. (WN)

ED 003 903 48

REPORT ON THE LEXICOGRAPHY CONFERENCE, INDIANA UNIVERSITY, NOVEMBER 11-12, 1960.
BY- HOUSEHOLDER, FRED S. SAPORTA, SOL
INDIANA UNIV., BLOOMINGTON
REPORT NUMBER NDEA-VI-16-8 PUB DATE 60
EDRS PRICE MF-$0.09 HC-$0.28 7P.

DESCRIPTORS- *CONFERENCES, *DICTIONARIES, *LEXICOGRAPHY, BLOOMINGTON, INDIANA, RESEARCH PROJECTS,

DISCUSSION TOPICS AND CONFEREE OPINIONS OF A LEXICOGRAPHY CONFERENCE HELD AT INDIANA UNIVERSITY UNDER THE AUSPICES OF THE U.S. OFFICE OF EDUCATION IN 1960 ARE BRIEFLY SUMMARIZED IN THIS DOCUMENT. THE REPORT IS ONE OF A SERIES OF 13 PAPERS RESULTING FROM THE CONFERENCE. (JH)

ED 003 904 48

STUDIES OF THE LIFE WORK OF FOUR CONTEMPORARY FRENCH AUTHORS.
BY- NOSTRAND, HOWARD L.
WASHINGTON UNIV., SEATTLE
REPORT NUMBER NDEA-VI-108-5 PUB DATE 63
CONTRACT OEC-2-14-031
EDRS PRICE MF-$0.18 HC-$4.20 105P

DESCRIPTORS- *FRENCH, *LANGUAGE RESEARCH, *LITERATURE, CREATIVE WRITING, FOREIGN CULTURE, FRENCH CULTURE RESEARCH PROJECT, POETRY, RHETORIC, SEATTLE, WASHINGTON,

REPORTED ARE ANALYSES OF THE WORKS OF FOUR CONTEMPORARY FRENCH AUTHORS (RENE MARILL ALBERES, YVES BONNEFOY, MICHEL BUTOR, AND JEAN BRULLER UNDER THE PSEUDONYM VERCORS). THE ANALYSES WERE PREPARED IN FRENCH BY THE INDIVIDUAL AUTHORS FOR THE FRENCH CULTURE RESEARCH PROJECT, A LANGUAGE RESEARCH EFFORT. THE STUDIES ILLUSTRATE THE AUTHORS' THEMES IN POETRY, NOVELS, AND IMAGINATIVE AND CRITICAL WRITINGS. (WN)

ED 003 905 48

AUDIO-LINGUAL LANGUAGE PROGRAMMING, REVISED FRENCH PROGRAM, PARTS 1-2.
BY- MORTON, F. RAND MUELLER, THEODORE H.
AKRON UNIVERSITY, OHIO
REPORT NUMBER NDEA-VI-109-A PUB DATE 63
CONTRACT OEC-5-14-007
EDRS PRICE MF-$0.36 HC-$8.12 203P.

DESCRIPTORS- *AUDIOLINGUAL METHODS, *FRENCH, *LANGUAGE INSTRUCTION, *PROGRAMED TEXTS, *PRONUNCIATION INSTRUCTION, AKRON, AUDIOLINGUAL LANGUAGE PROGRAMING (ALLP), BASIC VOCABULARY, LANGUAGE LABORATORIES, LANGUAGE PATTERNS, OHIO, PATTERN DRILLS (LANGUAGE), READING, TAPE RECORDINGS,

THIS PROGRAMED TEXT ON THE LEARNING OF FRENCH CONSISTS OF TWO PARTS - THE SOUND SYSTEM AND READING, AND BASIC VOCABULARY. THE TEXT WAS REVISED FROM AN EARLIER PROGRAM, TITLED AUDIOLINGUAL LANGUAGE PROGRAMING (ALLP), INVOLVING THE STUDIES OF SEVERAL LANGUAGES. PART 1 OF THE TEXT (350 FRAMES) PROVIDES EXERCISES IN PRONUNCIATION AND READING AND IS DIVIDED INTO THESE PROBLEM SECTIONS--DISCRIMINATION, VOCALIZATION, PHONEMIC SYMBOLIZATION, SYNTAX, AND VOCABULARY. THE READING FRAMES ARE DESIGNED TO TEACH SOUND-SYMBOL ASSOCIATIONS NECESSARY FOR READING ALOUD. PART 2 (140 FRAMES) PROVIDES VOCABULARY EXERCISES LIMITED TO ELEMENTS APPLICABLE TO THE SYNTACTICAL STRUCTURE OF THE LANGUAGE. (GC)

ED 003 906 48

EXPERIMENTAL USE OF SELF INSTRUCTIONAL COURSES IN RUSSIAN AND SPANISH BY SECONDARY SCHOOL STUDENTS.
BY- MCDONALD, PEARL S. BELL, ROBERT
ARLINGTON COUNTY PUBLIC SCHOOLS, VA.
REPORT NUMBER NDEA-VI-119 PUB DATE APR 64
CONTRACT OEC-3-14-033
EDRS PRICE MF-$0.09 HC-$1.64 41P.

DESCRIPTORS- *AUTOINSTRUCTIONAL AIDS, *AUTOINSTRUCTIONAL PROGRAMS, *PROGRAMED INSTRUCTION, *RUSSIAN, *SPANISH, ARLINGTON, VIRGINIA,

SELF-INSTRUCTION SUMMER COURSES IN RUSSIAN AND SPANISH WERE OFFERED TO OBTAIN SOME QUALIFIED ANSWERS TO QUESTIONS OF SUBJECT MATTER, MANNER OF PRESENTATION, AND SUBJECTS. THE PURPOSE WAS TO DEVELOP SOME EVIDENCE OF THE APPROPRIATENESS AND FEASIBILITY OF LATER USE OF THE PROGRAMED COURSES ON A BROADER SCALE. TWELVE SUBJECTS WERE USED FOR THE STUDY. IT WAS CONCLUDED THAT MOTIVATED STUDENTS OF PROVEN LANGUAGE APTITUDE AND EXPERIENCE CAN INSTRUCT THEMSELVES IN AN ADDITIONAL LANGUAGE WITH PROGRAMED MATERIALS. (LP)

ED 003 907 48

EXPERIMENTAL USE OF UNIVERSITY OF MICHIGAN AUDIOLINGUAL SELF-INSTRUCTIONAL COURSE IN SPOKEN AMERICAN SPANISH.
INGLEWOOD UNIFIED SCHOOL DISTRICT, CALIF.
REPORT NUMBER NDEA-VI-120 PUB DATE 65
EDRS PRICE MF-$0.09 HC-$0.36 9P.

DESCRIPTORS- *ADULT STUDENTS, *AUTO INSTRUCTIONAL AIDS, *LANGUAGE INSTRUCTION, *PROGRAMED MATERIALS, *SPANISH, CALIFORNIA, INGLEWOOD, LANGUAGE TEACHERS, LANGUAGES, PHONETICS, PROGRAMED INSTRUCTION,

THE BASIC PURPOSES OF THIS STUDY WERE (1) TO DETERMINE THE EXTENT TO WHICH THE UNIVERSITY OF MICHIGAN AUDIOLINGUAL SELF-INSTRUCTIONAL COURSE IN SPOKEN AMERICAN SPANISH COULD

ASSIST THE ADULT STUDENT TO LEARN TO CONTROL THE SOUND SYSTEM OF THE LANGUAGE BEING STUDIED AND (2) TO PROVIDE EVIDENCE OF THE EFFECTIVENESS OF THE COURSE OUTSIDE OF A LABORATORY SITUATION. THIRTEEN TEACHERS PARTICIPATED IN THE COURSE AS STUDENTS ON A VOLUNTARY BASIS. A QUALIFIED SPANISH TEACHER WAS EMPLOYED TO SUPERVISE AND GUIDE THEM. NONE OF THE STUDENTS COMPLETED THE COURSE. FAILURE TO FINISH APPEARED DUE TO (1) CONTINUED EFFORTS TO IMPROVE THE COURSE WHICH RESULTED IN NEARLY DOUBLING THE TIME REQUIRED FOR COMPLETION, (2) PART-TIME STUDY WHICH LIMITED TIME FOR WORK ON COURSE, AND (3) LACK OF MEANINGFUL KNOWLEDGE OF PROGRESS WHICH CAUSED LOSS OF MOTIVATION. RECOMMENDATIONS MADE WERE THAT--(1) THE COURSE SHOULD BE ADMINISTERED IN A FORMAL CLASSROOM, (2) MOTIVATION SHOULD BE IMPROVED BY PROVIDING MEANINGFUL FEEDBACK, AND (3) THE FEWER FRAMES SHOULD BE USED TO REDUCE REPETITIOUSNESS AND THE LENGTH OF TIME REQUIRED TO TAKE THE COURSE. (AL)

ED 003 908 48
SOME RECOMMENDATIONS ON THE SELECTION OF ENTRIES FOR A BILINGUAL DICTIONARY.
BY- SWANSON, DONALD C.
REPORT NUMBER NDEA-VI-16-7 PUB DATE 60
EDRS PRICE MF-$0.09 HC-$0.64 16P.

DESCRIPTORS- *BILINGUALISM, *DICTIONARIES, *ENGLISH, *MODERN LANGUAGES, BLOOMINGTON, INDIANA,

A GUIDE FOR PREPARING BILINGUAL DICTIONARIES WAS DEVELOPED, EMPHASIZING PROPER METHODS FOR SELECTING DICTIONARY ENTRIES. ASSUMED PURPOSES OF BILINGUAL DICTIONARIES WERE CONSIDERED IN CHOOSING THE SELECTION CRITERIA. A LIST OF POSSIBLE CRITERIA WAS PRESENTED, CENTERING ON THE FORM, SYNTAX, AND MEANING OF WORDS CONSIDERED FOR SELECTION AND THE FREQUENCY OF WHICH THESE WORDS ARE USED. IT WAS SUGGESTED THAT-BILINGUAL DICTIONARIES OF INDO-EUROPEAN LANGUAGES SHOULD CONTAIN A MINIMUM OF 5,000-10,000 ENTRIES. THIS REPORT IS ONE OF A SERIES OF 13 PAPERS PRESENTED AT A CONFERENCE ON LEXICOGRAPHY, INDIANA UNIVERSITY, NOVEMBER 11-12, 1960. (JH)

ED 003 909 48
SELECTION AND PRESENTATION OF READY EQUIVALENTS IN A TRANSLATION DICTIONARY, WORK PAPER FOR CONFERENCE ON LEXICOGRAPHY, INDIANA UNIVERSITY, NOVEMBER 11-12, 1960.
BY- MARTIN, SAMUEL E.
INDIANA UNIV., BLOOMINGTON
REPORT NUMBER NDEA-VI-16-6 PUB DATE 60
EDRS PRICE MF-$0.09 HC-$0.44 11P.

DESCRIPTORS- *BILINGUALISM, *DICTIONARIES, *LEXICOGRAPHY, *SYNTAX, *TRANSLATION, BLOOMINGTON, CONFERENCES, INDIANA, JAPANESE, KOREAN CULTURE,

PROBLEMS WHICH ARISE IN CREATING BILINGUAL TRANSLATION DICTIONARIES WERE DISCUSSED. SOME OF THE MORE SIGNIFICANT CONCERNS IN BUILDING SUCH DICTIONARIES WERE OUTLINED AS (1) KNOWLEDGE OF THE POTENTIAL USER-GROUP, (2) AWARENESS OF SYNTACTICAL LANGUAGE DIFFERENCES, AND (3) ABILITY TO SKEW WHEN TRANSLATING FROM ONE LANGUAGE TO ANOTHER. EXAMPLES IN ENGLISH-JAPANESE AND ENGLISH-KOREAN DICTIONARIES WERE USED FOR ILLUSTRATIVE PURPOSES. THIS REPORT IS ONE OF A SERIES OF 13 PAPERS PRESENTED AT A CONFERENCE ON LEXICOGRAPHY, INDIANA UNIVERSITY, NOVEMBER 11-12, 1960. (JH)

ED 003 910 48
STRUCTURAL LINGUISTICS AND BILINGUAL DICTIONARIES.
BY- MALONE, KEMP
INDIANA UNIV., BLOOMINGTON
REPORT NUMBER NDEA-VI-16-5
CONTRACT 60
EDRS PRICE MF-$0.09 HC-$0.48 12P.

DESCRIPTORS- *BILINGUALISM, *DICTIONARIES, *LINGUISTIC PATTERNS, *LINGUISTICS, BLOOMINGTON, INDIANA, PHONEME, PHONETICS,

A STRUCTURAL, LINGUISTIC APPROACH TO BILINGUAL DICTIONARIES WAS DESCRIBED. DETAILED DISCUSSIONS WERE INCLUDED FOR USES OF MORPHEMES, MORPHEMIC SEQUENCES, PHONEMES, PHONETIC TRANSCRIPTIONS, AND ALLOPHONES. THIS REPORT IS ONE OF A SERIES OF 13 PAPERS PRESENTED AT A CONFERENCE ON LEXICOGRAPHY, INDIANA UNIVERSITY, NOVEMBER 11-12, 1960. (GC)

ED 003 911 48
A TYPOLOGICAL CLASSIFICATION OF DICTIONARIES ON THE BASIS OF DISTINCTIVE FEATURES.
BY- MALKIEL, YAKOV
INDIANA UNIV., BLOOMINGTON
REPORT NUMBER NDEA-VI-16-4 PUB DATE 60
EDRS PRICE MF-$0.09 HC-$1.20 30P.

DESCRIPTORS- *BIBLIOGRAPHY, *CONFERENCES, *DICTIONARIES, *HISTORICAL REVIEWS, *LEXICOGRAPHY, BLOOMINGTON, INDIANA,

A SET OF BROAD CLASSIFICATORY CRITERIA WAS PRESENTED FOR USE IN LEXICOGRAPHICAL RESEARCH. THESE CRITERIA CONSISTED OF FUNDAMENTALS FOR CLASSIFYING MATERIAL BY RANGE, PERSPECTIVE, AND PRESENTATION. THIS REPORT IS ONE OF A SERIES OF 13 PAPERS PRESENTED AT A CONFERENCE ON LEXICOGRAPHY, INDIANA UNIVERSITY, NOVEMBER 11-12, 1960. (JH)

ED 003 912 48
A CAUSAL ANALYSIS OF CASTE DIALECTS.
BY- MCCORMACK, WILLIAM
REPORT NUMBER NDEA-VI-267
CONTRACT 63
EDRS PRICE MF-$0.09 HC-$0.44 11P.

DESCRIPTORS- *BRAHMINS, *DIALECT STUDIES, *DIALECTS, *SOCIAL CLASS, COMPARATIVE ANALYSIS, INDIA, KANNADA, LANGUAGES, TAPE RECORDINGS,

THIS PAPER ATTEMPTS TO ANALYZE THE SOCIAL CAUSES FOR THE DIFFERENTIAL RATE OF CHANGE IN LANGUAGE BEHAVIOR BETWEEN BRAHMINS AND NON-BRAHMINS. INDICATIONS ARE THAT (1) INDIAN SPEECH COMMUNITIES ARE CONSCIOUS OF CASTE DIALECTS, (2) LINGUISTIC FORMS DIFFUSE MORE RAPIDLY AMONG LOWER-STATUS GROUPS, (3) THE SPEECH OF LOWER-STATUS GROUPS DISPLAYS FORMS WITH WIDER REGIONAL DISPERSION THAN DOES THE SPEECH OF LOCALLY HIGH-STATUS CASTES, AND (4) THE MOTIVATION, OR CAUSE, FOR THE EXISTENCE OF CASTE DIALECTS IS PROVIDED BY THE SOCIAL-STATUS ASPECTS OF THE LOCAL CASTE HIERARCHY ITSELF.

(LP)

ED 003 913 48

PROBLEMS IN MODERN GREEK LEXICOGRAPHY.
BY- KAHANE, HENRY KAHANE, RENEE
INDIANA UNIV., BLOOMINGTON
REPORT NUMBER NDEA-VI-16-3 PUB DATE 60
EDRS PRICE MF-$0.09 HC-$1.20 30P.

DESCRIPTORS- #GREEK, #LANGUAGE PATTERNS, #LEXICOGRAPHY, #LINGUISTICS, #MODERN LANGUAGES, #MORPHOLOGY (LANGUAGES), BLOOMINGTON, INDIANA, MORPHOLOGY, PHONOLOGY, SYNTAX,

PROBLEMS DEALING WITH LEVELS OF SPEECH AND LEVELS OF ANALYSIS IN CONNECTION WITH MODERN GREEK LEXICOGRAPHICAL STUDY WERE DISCUSSED. CONCERNING THE POSSIBLE CONSTRUCTION OF A COMPETENT BILINGUAL DICTIONARY, THE INVESTIGATORS SUGGESTED THAT THE VARIOUS STRUCTURES (NAMELY, PHONOLOGY, MORPHOLOGY, AND SYNTAX) BE TIED TOGETHER TO INVOLVE (1) LISTING IN PHONEMIC TRANSCRIPTIONS THE MORPHEMES OF A LANGUAGE, (2) LISTING UNDER EACH MORPHEME THE ALLOMORPHS WITH A BRIEF DESCRIPTION OF THEIR DISTRIBUTION AND THE MORPHEME SEQUENCES OF WHICH THE MORPHEME UNDER DISCUSSION IS A SIGNIFICANT CONSTITUENT, AND (3) LISTING UNDER EACH SEQUENCE ("WORDS") THE DISTINCTIVE FEATURES OF RELATIONSHIP WHICH ARE TYPICAL OF THEM. THIS REPORT IS ONE OF A SERIES OF 13 PAPERS PRESENTED AT A CONFERENCE ON LEXICOGRAPHY, INDIANA UNIVERSITY, NOVEMBER 11-12, 1960. (GC)

ED 003 914 48

MEANING DISCRIMINATION IN BILINGUAL DICTIONARIES.
BY- IANNUCCI, JAMES E.
INDIANA UNIV., BLOOMINGTON
REPORT NUMBER NDEA-VI-16-2 PUB DATE NOV 60
EDRS PRICE MF-$0.09 HC-$0.72 18P

DESCRIPTORS- #BILINGUALISM, #DICTIONARIES, #LANGUAGE RESEARCH, #SEMANTICS, BLOOMINGTON, INDIANA, LANGUAGE DEVELOPMENT, PENNSYLVANIA, PHILADELPHIA,

SEMANTIC DISCRIMINATION OF POLYSEMOUS ENTRY WORDS IN BILINGUAL DICTIONARIES WAS DISCUSSED IN THE PAPER. HANDICAPS OF PRESENT BILINGUAL DICTIONARIES AND BARRIERS TO THEIR FULL UTILIZATION WERE ENUMERATED. THE AUTHOR CONCLUDED THAT (1) A BILINGUAL DICTIONARY SHOULD HAVE A DISCRIMINATION FOR EVERY TRANSLATION OF AN ENTRY WORD WHICH HAS SEVERAL MEANINGS AND (2) THE PROBLEM OF DISCRIMINATION WOULD BE SOLVED BY COORDINATING THE BILINGUAL DICTIONARY WITH A MONOLINGUAL DICTIONARY BY A SYSTEM OF NUMBER REFERENCES. THE REPORT IS ONE OF A SERIES OF 13 PAPERS PRESENTED AT A CONFERENCE ON LEXICOGRAPHY, INDIANA UNIVERSITY, NOVEMBER 11-12, 1960. (GC)

ED 003 915 48

THE RELATION OF LEXICON AND GRAMMAR.
BY- GLEASON, H.A., JR.
INDIANA UNIV., BLOOMINGTON
REPORT NUMBER NDEA-VI-16-1 PUB DATE 60
EDRS PRICE MF-$0.09 HC-$0.52 13P.

DESCRIPTORS- #DICTIONARIES, #LANGUAGE AIDS, #LEXICOGRAPHY, #LINGUISTICS, BLOOMINGTON, INDIANA,

THIS PAPER DISCUSSED THE NEED TO INCREASE THE SCOPE OF PRESENT DICTIONARIES TO PROVIDE A COMPLETE LANGUAGE DESCRIPTION WHICH WOULD INCLUDE A GRAMMATICAL STATEMENT AND A CONTENT DESCRIPTION AS WELL AS INFORMATION PRESENTLY PROVIDED. THE INVESTIGATOR FELT (1) THAT DICTIONARIES AND GRAMMATICAL STATEMENTS CAN PROFITABLY BE DESIGNED AS PART OF A UNIFIED PROGRAM OF LANGUAGE DESCRIPTION AND (2) THAT DICTIONARIES SHOULD DIRECT PARTICULAR ATTENTION TO CLASS CLEAVAGE, AND IMPORTANT FACTOR IN UNDERSTANDING THE GRAMMATICAL STRUCTURE OF A LANGUAGE WHICH CAN SELDOM BE ADEQUATELY TREATED IN A GRAMMATICAL STATEMENT. THE REPORT IS ONE OF A SERIES OF 13 PAPERS PRESENTED AT A CONFERENCE ON LEXICOGRAPHY, INDIANA UNIVERSITY, NOVEMBER 11-12, 1960. (GC)

ED 003 916 48

LEXICOGRAPHICAL PROBLEMS IN PASHTO.
BY- CHAVARRIS-AGUILAR, O.L. PENZL, HERBERT
INDIANA UNIV., BLOOMINGTON
REPORT NUMBER NDEA-VI-16 PUB DATE 60
EDRS PRICE MF-$0.09 HC-$0.72 18P.

DESCRIPTORS- #DIALECT STUDIES, #DIALECTS, #LEXICOGRAPHY, #PASHTO, #PROBLEMS, BLOOMINGTON, DICTIONAIRES, INDIANA, LANGUAGE RESEARCH,

PROBLEMS IN DEVELOPING SUITABLE DICTIONARIES OF PASHTO WERE REPORTED. PASHTO WAS DESCRIBED AS A MEMBER OF THE IRANIAN BRANCH OF THE INDO-EUROPEAN LANGUAGES SPOKEN IN EASTERN AND SOUTHERN AFGHANISTAN AND IN NORTHEASTERN PAKISTAN. FIVE TOPICS DEALING WITH THE PASHTO LANGUAGE WERE DISCUSSED--(1) STATISTICS, (2) WRITTEN CORPUS AND LEXICAL STUDIES, (3) DIALECTS, (4) FOREIGN LOAN WORDS, AND (5) SUCH NONLEXICAL PROBLEMS AS TRANSLITERATION, TRANSCRIPTION, AND GRAMMATICAL IDENTIFICATION. THIS REPORT IS ONE OF A SERIES OF 13 PAPERS PRESENTED AT A CONFERENCE ON LEXICOGRAPHY, INDIANA UNIVERSITY, NOVEMBER 11-12, 1960. (GC)

ED 003 917 48

PERFECTIVE PARTICIPIALS IN HINDI.
REPORT NUMBER NDEA-VI-218
EDRS PRICE MF-$0.09 HC-$0.60 15P.

DESCRIPTORS- #GRAMMAR, #HINDI, #SYNTAX, LANGUAGE PATTERNS, LANGUAGE RESEARCH, LINGUISTICS,

THIS PAPER DISCUSSES THE HINDI LANGUAGE SYNTAX OF PERFECTIVE PARTICIPIAL FORMS AS ADJECTIVES AND AS PARTICIPLES OF SEVERAL VARIETIES. THE FIRST PART OF THE REPORT DISTINGUISHES AND DESCRIBES EIGHT KINDS OF PARTICIPIAL USAGE AND SUGGESTS MORE GENERAL RULES FOR ANALYZING THESE USES. THE SECOND PART OFFERS A GENERATIVE DESCRIPTION OF THE SAME DATA. (GC)

ED 003 918 48

JAPANESE READERS (TITLE SUPPLIED).
REPORT NUMBER NDEA-VI-265
EDRS PRICE MF-$0.36 HC-$8.96 224P.

DESCRIPTORS- #JAPANESE, #LANGUAGE DEVELOPMENT, #LANGUAGE GUIDES, #LANGUAGE INSTRUCTION, #LANGUAGE PROGRAMS, #VOCABULARY, ROMAJI ALPHABET, THREE JAPANESE READERS ARE PRESENTED WHICH CONTAIN VOCABULARY, NOTES, AND DRILL SENTENCES. THE THREE READERS--(1) ARU SARARIIMAN NO ITI-NITI, (2) OTOOSAN WA KAMI-SAMA, AND (3) ARU GAKUSEI NO HANNITI--ARE WRITTEN IN THE ROMAJI ALPHABET. EACH READER HAS A VOCABULARY LISTING WITH ENGLISH EXPLANATIONS AND DRILL SENTENCES. AN ENGLISH WORD DEFINITION INDEX FOR ALL THREE READERS IS INCLUDED. (GC)

ED 003 919 48
RECENT DEVELOPMENTS IN LANGUAGE LABORATORY EQUIPMENT FOR TEACHING AND RESEARCH.
BY- MORTON, F. RAND
MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.
REPORT NUMBER NDEA-VI-2-7 PUB DATE 60
CONTRACT OEC-SAE-8342
EDRS PRICE MF-$0.09 HC-$1.04 26P.

DESCRIPTORS- *EQUIPMENT STANDARDS, *EQUIPMENT UTILIZATION, *LANGUAGE LABORATORY EQUIPMENT, *RESOURCE GUIDES, *SYSTEMS DEVELOPMENT, NEW YORK, NEW YORK CITY,

THIS PAPER WHICH WAS PRESENTED AT A CONFERENCE ON THE PLANNING AND OPERATING OF LANGUAGE LABORATORIES DISCUSSES THE EQUIPMENT CONTENT OF THE LANGUAGE LABORATORY. DESCRIPTIONS OF THE VARIOUS ITEMS OF MECHANICO-ELECTRONIC EQUIPMENT WERE GIVEN UNDER THREE HEADINGS--(1) STIMULUS GEAR, COMPONENTS THAT PRESENT AUDITORY AND VISUAL MATERIALS, (2) RESPONSE GEAR, EQUIPMENT THAT RECEIVES AND REGISTERS STUDENTS' VERBAL RESPONSE, AND (3) CONTROL GEAR, EQUIPMENT THAT REGULATES AND COORDINATES THE FUNCTIONING OF THE STIMULUS EQUIPMENT OR PROVIDES A MEANS FOR THE STUDENT TO CHECK ON HIS OWN LANGUAGE PERFORMANCE. RELATED REPORTS ARE ED 003 920 - ED 003 924, AND ED 003 926. (AL)

ED 003 920 48
RECOMMENDATIONS ON THE LEARNINGS WHICH SHOULD OCCUR IN THE LANGUAGE LAB AND IN THE CLASSROOM.
BY- MATHIEU, G.
MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.
REPORT NUMBER NDEA-VI-2-6 PUB DATE 60
CONTRACT OEC-SAE-8342
EDRS PRICE MF-$0.09 HC-$1.64 41P.

DESCRIPTORS- *LANGUAGE LABORATORIES, *LEARNING ACTIVITIES, *PROGRAM GUIDES, *TEACHING PROCEDURES, NEW YORK, NEW YORK CITY,

THIS PAPER WAS PRESENTED AT A TWO-PART CONFERENCE ON PLANNING AND OPERATING LANGUAGE LABORATORIES. THE MAIN TOPIC OF THE PAPER CENTERED ON IDEAL LEARNING SITUATIONS IN THE LANGUAGE LABORATORY, CONSIDERING THE TOTAL LABORATORY-CLASSROOM ENVIRONMENT. SPECIFIC DISCUSSIONS WERE INCLUDED ON (1) LABORATORY INTEGRATION WITH THE CLASSROOM, (2) LEARNING ACTIVITIES IN THE LABORATORY, (3) LEARNING ACTIVITIES IN THE CLASSROOM, AND (4) "DO'S" AND "DON'TS" FOR BOTH THE CLASSROOM AND LABORATORY. THIS DOCUMENT IS PART OF A SERIES, ED 003 919 - ED 003 924, AND ED 003 926. (RS)

ED 003 921 48
TESTING THE ORAL PRODUCTION OF LANGUAGE STUDENTS.
BY- DELATTRE, PIERRE
MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.
REPORT NUMBER NDEA-VI-2-5 PUB DATE 60
CONTRACT OEC-SAE-8342
EDRS PRICE MF-$0.09 HC-$0.84 21P.

DESCRIPTORS- *LANGUAGE LABORATORIES, *LANGUAGE TESTS, *MEASUREMENT INSTRUMENTS, *RESOURCE GUIDES, *TEST CONSTRUCTION, FRENCH, LINGUISTIC PATTERNS, NEW YORK, NEW YORK CITY, PHONEME, PHONETICS,

THIS PAPER WAS PRESENTED AT A TWO-PART CONFERENCE ON PLANNING AND OPERATING LANGUAGE LABORATORIES. DISCUSSED WERE PRACTICAL ASPECTS OF CONSTRUCTING TESTS OF ORAL PRODUCTION. TEST EXAMPLES WERE GIVEN IN FRENCH. METHODS FOR DEVELOPING MORE OBJECTIVE TEST PROGRAMS WERE PRESENTED. THIS DOCUMENT IS PART OF A SERIES, ED 003 919-ED 003 924, AND ED 003 926. (RS)

ED 003 922 48
THE PREPARATION OF MATERIALS FOR THE LANGUAGE LABORATORY.
BY- CAPRETZ, PIERRE J.
MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.
REPORT NUMBER NDEA-VI-2-4 PUB DATE 60
CONTRACT OEC-SAE-8342
EDRS PRICE MF-$0.09 HC-$0.64 16P.

DESCRIPTORS- *LANGUAGE LABORATORIES, *MATERIAL DEVELOPMENT, *PROGRAM PLANNING, *RESOURCE MATERIALS, NEW YORK, NEW YORK CITY,

A PAPER PRESENTED AT A TWO-PART CONFERENCE ON PLANNING AND OPERATING LANGUAGE LABORATORIES WAS REPORTED. THE TOPIC OF THE PAPER WAS THE PREPARATION AND USE OF LABORATORY MATERIALS. DISCUSSIONS WERE INCLUDED ON (1) THE NEED FOR MATERIALS, (2) CHARACTERISTICS OF GOOD MATERIALS, (3) CONTENT OF MATERIAL, (4) ACTIVE PARTICIPATION OF STUDENTS, (5) USE OF AUTHENTIC MATERIALS, AND (6) STUDIO RECORDINGS. THE CONCLUSION INDICATED THAT GOOD LANGUAGE LABORATORY MATERIALS ARE GENERALLY LACKING, WHILE THE NEED FOR SUCH MATERIALS IS INCREASING AS MORE LABORATORIES ARE BEING INSTALLED. THIS DOCUMENT IS PART OF A SERIES, ED 003 919 - ED 003 924, AND ED 003 926. (RS)

ED 003 923 48
PLANNING AND OPERATING A LANGUAGE LAB OR AN ELECTRONIC CLASSROOM IN A HIGH SCHOOL, A DOZEN DO'S AND DON'TS.
MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.
REPORT NUMBER NDEA-VI-2-3 PUB DATE 60
CONTRACT OEC-SAE-8342
EDRS PRICE MF-$0.09 HC-$0.08 2P.

DESCRIPTORS- *ELECTRONIC CLASSROOMS, *HIGH SCHOOL DESIGN, *LANGUAGE LABORATORY EQUIPMENT, *PROGRAM GUIDES, *PROGRAM PLANNING, NEW YORK, NEW YORK CITY,

GUIDELINES OF DESIRABLE AND UNDESIRABLE METHODS FOR ESTABLISHING AND MAINTAINING LANGUAGE LABORATORIES WERE REPORTED. THIS LIST WAS ASSEMBLED FROM SUGGESTIONS MADE BY 30 PARTICIPANTS AT TWO PLANNING CONFERENCES HELD IN NOVEMBER AND DECEMBER 1960. THE GUIDELINES REFER TO ANY INSTALLATION OF FOREIGN LANGUAGE TEACHING EQUIPMENT. THIS DOCUMENT IS PART OF A SERIES, ED 003 919--ED 003 924, AND ED 003 926. (RS)

ED 003 924 48

STEP-BY-STEP PROCEDURES FOR LANGUAGE LABORATORY PLANNING, SOME SUGGESTIONS FOR SCHOOLS AND COLLEGES.
BY- HAYES, ALFRED S.
MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.
REPORT NUMBER NDEA-VI-2-2 PUB DATE 60
CONTRACT OEC-SAE-8342
EDRS PRICE MF-$0.09 HC-$0.72 18P.

DESCRIPTORS- *AUDIO EQUIPMENT, *LANGUAGE LABORATORIES, *LANGUAGE LABORATORY EQUIPMENT, NEW YORK, NEW YORK CITY,

A SEQUENCE OF STEPS FOR ESTABLISHING LANGUAGE LABORATORIES ARE DELINEATED IN THIS REVISED PAPER. THE ORIGINAL PAPER WAS PRESENTED TO THE MODERN LANGUAGE ASSOCIATION CONFERENCE IN NEW YORK CITY ON THE "LANGUAGE LABORATORY IN HIGH SCHOOLS" (OCTOBER 1960). INCORPORATED IN THE REVISED PAPER ARE MANY SUGGESTIONS MADE BY THE CONFEREES, REPRESENTING A CONFERENCE CONSENSUS. THIS DOCUMENT IS PART OF A SERIES, ED 003 919 - ED 003 924, AND ED 003 926. (LP)

ED 003 925 48

A GRAMMAR OF SANGO.
BY- SAMARIN, WILLIAM J.
HARTFORD SEMINARY FOUNDATION, CONN.
REPORT NUMBER NDEA-VI-326 PUB DATE 63
EDRS PRICE MF-$0.45 HC-$13.32 333P.

DESCRIPTORS- *BASIC VOCABULARY, *GRAMMAR, *LANGUAGES, *PHONEMES, *PHONOLOGY, *SANGO, CONNECTICUT, HARTFORD, LINGUISTICS, STRUCTURAL ANALYSIS, TAPE RECORDINGS,

THE GRAMMAR OF SANGO (THE LINGUA-FRANCA OF THE CENTRAL AFRICAN REPUBLIC) IS DESCRIBED IN THREE PARTS OF THIS TEXT. TWO ADDITIONAL PARTS ARE DEVOTED TO RELATED INFORMATION AND ILLUSTRATION. PART ONE, PHONOLOGY, IS CONCERNED WITH A DESCRIPTION AND EXEMPLIFICATION OF THE PHONEMES OF SANGO, A DISCUSSION OF THE VARIATIONS BETWEEN WORDS WHICH RESULT FROM DIFFERENT KINDS OF PHONOLOGICAL CHANGES, AND A DESCRIPTION OF THE INTONATIONAL FEATURES OF THE LANGUAGE. PART TWO, WORD CLASSES, DESCRIBES THE SIX CLASSES OF WORDS IN THE LANGUAGE (PRESENTED IN ALPHABETICAL ORDER)--ADJUNCTIVES, CONNECTIVES, NOUNS, PRONOUNS, SENTENCE PARTICLES, AND VERBS. PART THREE, CONSTRUCTION CLASSES, DESCRIBES VARIOUS TYPES OF UNITS WHICH CONSIST OF MORE THAN ONE WORD. FIRST THERE ARE PHRASES, SUBSTANTIVE AND VERB. THEN THERE ARE PRECLAUSAL AND SUBJECTIVAL CONSTRUCTIONS WHICH ARE NOT COORDINATED IN THE STRUCTURE WITH THE PRECEDING BUT ARE MORE PROPERLY FUNCTION CLASSES. FINALLY THERE ARE NONVERBAL AND VERBAL SENTENCES, FOLLOWED BY A CHAPTER ON QUESTIONS AND PROCESSES. PART FOUR, TEXTS, PRESENTS AN ANALYZED NORMATIVE TEXT AND SEVERAL ANALYZED BUT TRANSLATED READINGS. PART FIVE, LEXICONS, INCLUDES AS COMPLETE A LIST OF SANGO WORDS AS IS POSSIBLE AT THIS TIME PLUS THE LIST OF FRENCH WORDS WHICH OCCUR IN THIS GRAMMAR IN THE EXAMPLES AND IN THE READINGS. (JC)

ED 003 926 48

THE LANGUAGE LABORATORY, A REPORT ON TWO CONFERENCES.
BY- WALSH, DONALD D.
MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.
REPORT NUMBER NDEA-VI-2-1 PUB DATE 60
CONTRACT OEC-SAE-8342
EDRS PRICE MF-$0.09 HC-$0.16 4P.

DESCRIPTORS- *CONFERENCES, *LANGUAGE AIDS, *LANGUAGE INSTRUCTION, *LANGUAGE LABORATORIES, NEW YORK, NEW YORK CITY,

A TWO-PART CONFERENCE ON PLANNING AND OPERATING LANGUAGE LABORATORIES WAS HELD. THE FIRST PART (HELD NOVEMBER 1960) CONCERNED THE LANGUAGE LABORATORY IN COLLEGE. THE SECOND (DECEMBER 1960) CONCERNED THE LANGUAGE LABORATORY IN SECONDARY SCHOOL. THIS REPORT CONTAINS A LIST OF THE CONFEREES AND SOME BRIEF PROCEDURAL NOTES, AND IS A PART OF A SERIES, ED 003 919 - ED 003 924, AND ED 003 926. (LP)

ED 003 927 48

THE CROSS-CULTURAL STUDY OF SEMANTIC STRUCTURE. FINAL REPORT.
BY- FRIEDRICH, PAUL BURLING, ROBBINS
PENNSYLVANIA UNIV., PHILADELPHIA
REPORT NUMBER NDEA-VI-66 PUB DATE NOV 64
CONTRACT OEC-2-14-012
EDRS PRICE MF[illegible].09 HC-$1.04 26P.

DESCRIPTORS- *BURMESE, *LANGUAGE RESEARCH, *LINGUISTIC PATTERNS, *RUSSIAN, *SEMANTICS, COGNITIVE PROCESSES, PENNSYLVANIA, PHILADELPHIA, SPEECH HABITS, STRUCTURAL ANALYSIS,

SEVERAL EXPLORATIONS WERE MADE INTO THE STRUCTURE OF MEANING IN BURMESE AND RUSSIAN. VARIOUS KINDS OF LINGUISTIC INFORMATION WERE ISOLATED BY TEXTUAL STUDY AND INTERVIEWS WITH NATIVE SPEAKERS. DISCUSSION COVERED SUCH THEORETICAL QUESTIONS AS (1) SYNCHRONY AND DIACHRONY, (2) SEMANTICS AND GRAMMAR, (3) SEMANTICS AND SOCIAL STRUCTURE, (4) SEMANTICS AND COGNITION, (5) COGNITION AND AFFECT (DENOTATION AND CONNOTATION), (6) FORMS ALTERNATIVE ANALYSES, (7) RELATIVE PRODUCT ANALYSIS, (8) DISCOVERY PROCEDURES, AND (9) APPLICABILITY TO AREAS OTHER THAN KINSHIP. THE AUTHORS CRITICIZED EACH OTHER'S PAPERS FROM CONTRASTING AND COMPLEMENTARY POINTS OF VIEW. ONE WORK WAS CONSISTENTLY CONCERNED WITH DETAILS OF RUSSIAN LIFE, WHILE THE OTHER WAS MORE TOWARD LOGICAL AND FORMAL PROBLEMS. (RB)

ED 003 928 48

RESEARCH ON USE AND VALUES OF FOREIGN LANGUAGES FOR INSTRUCTION AND STUDY IN THE SOCIAL SCIENCES. POLITICAL SCIENCE AND INTERNATIONAL RELATIONS, NO. 3.
BY- CORRIN, BROWNLEE S.
REPORT NUMBER NDEA-VI-56 PUB DATE 1 DEC 61
REPORT NUMBER 3
CONTRACT OEC-SAE-8334
EDRS PRICE MF-$0.09 HC-$1.52 38P.

DESCRIPTORS- *FOREIGN RELATIONS, *LANGUAGE DEVELOPMENT, *MODERN LANGUAGES, *PROFESSIONAL EDUCATION, *PROGRAM DEVELOPMENT, BALTIMORE, CORE COURSES, INSTRUCTIONAL MATERIALS, MARYLAND, TESTING PROGRAMS,

TRAINING AND EXAMINING TECHNIQUES WERE STUDIED TO BUILD AND UNIFY LANGUAGE AND PROFESSIONAL COMPETENCIES OF FOREIGN SERVICE TRAINEES (FOR BOTH GOVERNMENTAL AND NONGOVERNMENTAL FOREIGN OCCUPATIONS). STUDENT ASSISTANTS WERE ASSIGNED TO OPERATE RECEIVING AND RECORDING EQUIPMENT, AND TO MAINTAIN A CROSS-INDEX FILE SYSTEM TO FOREIGN LANGUAGE PERIODICALS.

CONSULTANTS AND EXPERTS WERE CALLED UPON FOR SPECIAL SERVICES RANGING FROM PREPARATION OF EXAMINATION QUESTIONS AND EVALUATION OF ORAL AND WRITTEN LANGUAGE EXAMINATIONS, TO SURVEYS OF MATERIALS FOR ACQUIRING AND PROGRAMING FOREIGN LANGUAGE USE IN POLITICAL SCIENCE-INTERNATIONAL RELATIONS CLASSES. OTHER PERSONS CONSULTED INCLUDED LANGUAGE SPECIALISTS FROM THE U.S. DEPARTMENT OF STATE, THE UNITED NATIONS, AND MANY FOREIGN EMBASSIES. THE RESULTS INDICATED REASONABLE PROGRESS TOWARD AN IMPROVED POLITICAL SCIENCE-INTERNATIONAL RELATIONS CURRICULUM. (RS)

ED 003 929 48

THE USE OF OBJECTIVE TESTS WITHIN INDIANA UNIVERSITY'S HONORS PROGRAM IN FOREIGN LANGUAGES FOR HIGH SCHOOL STUDENTS IN 1962, 1963, AND 1964.
BY- MUNFORD, DAVID C.
INDIANA UNIV., BLOOMINGTON
REPORT NUMBER NDEA-VI-52 PUB DATE 30 OCT 64
EDRS PRICE MF-$0.09 HC-$1.32 33P.

DESCRIPTORS- #HIGH SCHOOL STUDENTS, #HONORS CURRICULUM, #LANGUAGE TESTS, #MODERN LANGUAGES, #TESTING PROGRAMS, BLOOMINGTON, COOPERATIVE CLASSROOM PROFICIENCY TESTS, EVALUATION METHODS, INDIANA, LANGUAGE SKILLS, MODERN LANGUAGE ASSOCIATION, SCREENING TESTS, TEST INTERPRETATION,

THE MODERN LANGUAGE ASSOCIATION'S "COOPERATIVE CLASSROOM PROFICIENCY TESTS" WERE USED IN THE CONDUCT AND DEVELOPMENT OF A MODERN LANGUAGE HONORS PROGRAM FOR HIGH SCHOOL STUDENTS IN INDIANA. THESE TESTS WERE USED IN (1) DETERMINING THE LANGUAGE LEARNING SITUATION IN THE STATE, (2) SELECTING THE POTENTIALLY ELIGIBLE STUDENTS FOR THE HONORS PROGRAM, AND (3) EVALUATING PROGRAM PROGRESS AND SUCCESS. THE DESIGN OF THE TESTING PROCEDURE INVOLVED PRE-, POST-, AND POST-POST-TESTS. EVALUATIONS WERE MADE OF TEST SCORES, TESTING PROCEDURES, OBSERVED PARTICIPANT PROFICIENCIES, AND THE IMPACT OF TESTS ON THE HONORS PROGRAM. (RS)

ED 003 930 48

LANGUAGE DEVELOPMENT IN THE SOVIET UNION, A PRELIMINARY SURVEY.
BY- GOROKHOFF, BORIS I.
REPORT NUMBER NDEA-VI-60 PUB DATE 15 FEB 63
CONTRACT OEC-3-14-011
EDRS PRICE MF-$0.09 HC-$2.16 54P.

DESCRIPTORS- #LINGUISTICS, #MODERN LANGUAGES, #RUSSIAN, POLICY, SOVIET UNION (USSR),

THE SOVIET GOVERNMENT PROGRAMS AND IDEOLOGICAL CONCEPTS THAT HAVE INFLUENCED THE SOVIET LANGUAGE PROGRAM ARE DESCRIBED, AND THE LANGUAGE DEVELOPMENTS RESULTING FROM THE PROGRAM ARE DISCUSSED UNDER THESE HEADINGS--(1) SOVIET LANGUAGE THEORY, (2) SOVIET LANGUAGE POLICIES, (3) DEVELOPMENT OF THE RUSSIAN LANGAGE, (4) DEVELOPMENT OF SOVIET MINORITY LANGUAGES, (5) LINGUISTIC RESEARCH, (6) STUDY AND TEACHING OF FOREIGN LANGUAGES AND RUSSIAN, (7) PUBLICATIONS, (8) TRANSLATIONS, (9) MECHANICAL TRANSLATION, AND (10) LANGUAGES AND FOREIGN POLICY. (AL)

ED 003 931 48

FOREIGN LANGUAGE ENTRANCE AND DEGREE REQUIREMENTS FOR THE B.A. DEGREE IN ACCREDITED COLLEGES AND UNIVERSITIES.
BY- PLOTTEL, JEANINE P.
MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.
REPORT NUMBER NDEA-VI-29 PUB DATE SEP 60
EDRS PRICE MF-$0.09 HC-$0.72 18P. PUBLICATIONS OF THE MODERN LANGUAGE ASSOCIATION OF AMERICA, 75(4) 14-28, 1960

DESCRIPTORS- #CORE COURSES, #DEGREES (TITLE 8), #LANGUAGE RESEARCH, #STATISTICAL SURVEYS, #TABLES (DATA), COLLEGE ADMISSION, COLLEGE PREPARATION, LANGUAGES, NEW YORK, NEW YORK CITY, STATISTICAL DATA,

THIS PROJECT REPORTED THE RESULTS OF THE SIXTH REVISION OF STATISTICS ON FOREIGN LANGUAGE ENTRANCE AND DEGREE REQUIREMENTS FOR THE BA DEGREE. IT WAS FOUND THAT, OUT OF 899 COLLEGES WHICH GRANT SUCH A DEGREE, A FOREIGN LANGUAGE IS REQUIRED FOR ENTRANCE BY 284 INSTITUTIONS, AND FOR THE BA BY 772. TABLES ARE LISTED WHICH COMPARE STATISTICS WITH THOSE OF A 1957 SURVEY. THE STATISTICS SHOW THAT THE TREND TO MAKE A FOREIGN LANGUAGE A PREREQUISITE FOR THE BA DEGREE CONTINUES, WHILE, AT THE SAME TIME, MORE THAN TWO-THIRDS OF AMERICAN COLLEGES WILL ACCEPT STUDENTS FOR ADMISSION WHO HAVE NEVER BEEN EXPOSED TO A FOREIGN LANGUAGE. (GD)

ED 003 932 48

MATERIALS LIST, FOR USE BY TEACHERS OF MODERN FOREIGN LANGUAGES.
BY- ALDEN, DOUGLAS W.
MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.
REPORT NUMBER NDEA-VI-48 PUB DATE 59
CONTRACT OEC-SAE-9407
EDRS PRICE MF-$0.18 HC-$3.68 92P.

DESCRIPTORS- #INSTRUCTIONAL MATERIALS, #LANGUAGE AIDS, #LANGUAGE INSTRUCTION, #LANGUAGE LABORATORY EQUIPMENT, #LANGUAGES, BOOKLISTS, BOOKS, FRENCH, GERMAN, ITALIAN, LANGUAGE PROGRAMS, LANGUAGE TEACHERS, NEW YORK, NEW YORK CITY, PUBLICATIONS, RUSSIAN, SPANISH,

THE MODERN LANGUAGE ASSOCIATION (MLA) HAS PREPARED A LIST OF 1,717 TITLES AND SOURCES OF INSTRUCTIONAL MATERIALS FOR MODERN FOREIGN LANGUAGES IN ELEMENTARY AND SECONDARY SCHOOLS. PERTINENT INFORMATION ABOUT THEIR PURPOSE AND SUITABILITY FOR THE VARIOUS LEVELS OF INSTRUCTION IS PROVIDED. IN MARCH 1959, THE MLA BROUGHT TOGETHER A WORKING COMMITTEE OF 20 TO PLAN THE DETAILS OF ASSEMBLING AND ORGANIZING SUCH A LIST FOR USE BY TEACHERS, SCHOOL ADMINISTRATORS, AND STATE EDUCATION OFFICIALS. BY JUNE 1959, THE LARGE NUMBER OF TEACHERS CIRCULARIZED BY THE COMMITTEE HAD TURNED IN TO THE MLA OFFICE ABOUT 1,500 FORMS LISTING MATERIALS AND PROVIDING SOME EVALUATIVE COMMENT. THE LIST IS CLASSIFIED IN THREE MAJOR CATEGORIES--(1) BY LANGUAGE DIVISION (FRENCH, GERMAN, ITALIAN, RUSSIAN, AND SPANISH), (2) BY LEVEL (ALL GRADES), AND (3) BY CATEGORIES OF MATERIALS (READERS, PERIODICALS, AND FILMSTRIPS). (JC)

ED 003 933 48

REQUIREMENTS FOR CERTIFICATION OF TEACHERS OF MODERN FOREIGN LANGUAGES IN PUBLIC SECONDARY AND ELEMENTARY SCHOOLS (1959-60).

BY- BALAKIAN, ANNA
MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.
REPORT NUMBER NDEA-VI-27 PUB DATE 60
EDRS PRICE MF-$0.09 HC-$1.52 38P.

DESCRIPTORS- *LANGUAGE INSTRUCTION, *LANGUAGE TEACHERS, *STATISTICAL SURVEYS, *TEACHER CERTIFICATION, *TEACHER EDUCATION, NEW YORK, NEW YORK CITY, QUESTIONNAIRES, SECONDARY SCHOOLS, STATISTICAL DATA,

THIS RESEARCH REPORTS THE RESULTS OF A STATISTICAL SURVEY OF CERTIFICATION PROCEDURES AND QUALIFICATIONS FOR TEACHERS OF MODERN FOREIGN LANGUAGES IN PUBLIC SECONDARY SCHOOLS. DATA COLLECTED FROM REPLIES OF QUESTIONNAIRES SENT TO STATE CERTIFICATION OFFICERS INDICATED THAT A SHIFT IS TAKING PLACE IN THE RESPONSIBILITY FOR THE ACCREDITATION OF APPLICANTS FROM THE STATE CERTIFICATION BOARDS TO THE INSTITUTIONS OF HIGHER LEARNING CONCERNED WITH THEIR TRAINING. THE RESULTS SHOW A PRESSING NEED FOR CLOSER SCRUTINY OF COLLEGE CURRICULUMS IN THIS FIELD IN ORDER TO EFFECT AGREEMENT ON STANDARDS OF ACHIEVEMENT. (GD)

ED 003 934 48
THE PREPARATION OF COLLEGE TEACHERS OF MODERN FOREIGN LANGUAGES.
BY- MACALLISTER, ARCHIBALD T.
MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.
REPORT NUMBER NDEA-VI-17 PUB DATE 15 AUG 63
EDRS PRICE MF-$0.09 HC-$1.96 49P.

DESCRIPTORS- *CONFERENCES, *LANGUAGE TEACHERS, *MODERN LANGUAGES, *PROGRAM EVALUATION, *TEACHERS COLLEGES, COLLEGE INSTRUCTION, CONSULTANTS, HIGHER EDUCATION, LANGUAGE INSTRUCTION, LANGUAGE PROGRAMS, NEW YORK, NEW YORK CITY, PROGRAM DEVELOPMENT,

BASED UPON DATA GATHERED IN A SURVEY OF FOREIGN LANGUAGE TEACHER COLLEGE EDUCATION PROGRAMS, LEADERS IN THE PROFESSION WERE CALLED TOGETHER TO DISCUSS AND MAKE RECOMMENDATIONS ON EXISTING PROBLEMS. THE CONFERENCE CONSISTED OF 18 PARTICIPANTS AND OBSERVERS WHO WERE PRESENTED WITH SUFFICIENT DATA TO DESCRIBE CONDITIONS AND DISPARITIES. STUDIES PREPARED FOR THE CONFERENCE WERE DISCUSSED BY THE CONFEREES. THE STUDIES INCLUDED (1) THE TEACHING ASSISTANT IN UNDERGRADUATE INSTRUCTION, (2) THE UNDERGRADUATE PROGRAM FOR FOREIGN LANGUAGE MAJORS, AND (3) THE GRADUATE PROGRAM. EVALUATION BY THE CONFEREES INDICATED THAT MERELY TO STATE THE QUALIFICATIONS NEEDED FOR LANGUAGE TEACHERS WAS NOT ENOUGH. A CORRESPONDING DEVICE WOULD BE NEEDED TO MEASURE RELATIVE ACHIEVEMENT. RECOMMENDATIONS WERE SUGGESTED AS TO STANDARDS OF COMPETENCE FOR BEGINNING FOREIGN LANGUAGE TEACHERS AS A SOLUTION TO THE PROBLEM. GUIDELINES ALSO WERE DISCUSSED FOR PLANNING AND ADMINISTERING COLLEGE LANGUAGE TEACHER INSTITUTES. (RS)

ED 003 935 48
NATIONAL CONFERENCE ON THE TEACHING OF AFRICAN LANGUAGES AND AREA STUDIES, GEORGETOWN UNIVERSITY, MARCH 11-12, 1960.
BY- DOSTERT, LEON E. BORDIE, JOHN G.
GEORGETOWN UNIV., WASHINGTON, D.C.
REPORT NUMBER NDEA-VI-12 PUB DATE 60
EDRS PRICE MF-$0.18 HC-$2.72 66P.

DESCRIPTORS- *CONFERENCES, *LANGUAGE INSTRUCTION, *LANGUAGE RESEARCH, *RESEARCH METHODOLOGY, *RESEARCH PROBLEMS, AFRICA, CONSULTANTS, DISTRICT OF COLUMBIA, INSTRUCTIONAL MATERIALS, MATERIAL DEVELOPMENT,

VARIOUS WAYS OF EFFECTIVE DEVELOPMENT OF RESEARCH AND MATERIALS IN AFRICAN STUDIES WERE REPORTED. THE PARTICIPANTS (31) ENGAGED IN DISCUSSIONS, PRESENTED PAPERS, AND ADOPTED RESOLUTIONS DURING THE 2-DAY CONFERENCE. THE PAPERS WERE PRESENTED ON TOPICS SUCH AS--RESEARCH PROBLEMS, RESOURCES, AFRICAN REACTION, LEVELS OF COMMUNICATIONS, PEDAGOGICAL SUPPORT FROM RESEARCH, AND LANGUAGE PROGRAMS. FOLLOWING THE PRESENTATION OF PAPERS, THE REMAINDER OF THE SESSION WAS DEVOTED TO DRAWING UP RESOLUTIONS AND CONCLUSIONS. THIRTEEN CONCLUSIONS WERE DISCUSSED. A GENERAL CONCLUSION INDICATED THE IMPORTANCE OF TRAINING PROFESSIONAL LINGUISTS IN AFRICAN SPECIALITIES TO SERVE AS A NUCLEUS FOR BROAD PROGRAMS IN AFRICAN LANGUAGES. (RS)

ED 003 936 48
CONFERENCE ON MATERIALS FOR TEACHING CHINESE AND JAPANESE, FEBRUARY 26-28, 1960.
BY- YANG, LIEN S.
MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.
REPORT NUMBER NDEA-VI-4 PUB DATE 60
CONTRACT OEC-SAE-8539
EDRS PRICE MF-$0.18 HC-$4.32 108P.

DESCRIPTORS- *AUDIOVISUAL AIDS, *CHINESE, *CONFERENCES, *INSTRUCTIONAL MATERIALS, *JAPANESE, *LANGUAGE INSTRUCTION, COLLEGE PROGRAMS, CONSULTANTS, MATERIAL DEVELOPMENT, MODERN LANGUAGE ASSOCIATION (MLA), MODERN LANGUAGES, NEW YORK, NEW YORK CITY, RESOURCE GUIDES,

THE MODERN LANGUAGE ASSOCIATION SPONSORED A CONFERENCE IN FEBRUARY 1960 AT WHICH THE PARTICIPANTS PRESENTED WORKING PAPERS ON VARIOUS ASPECTS OF ORIENTAL LANGUAGE TEACHING METHODS. THE PAPERS INCLUDED DISCUSSIONS ON--(1) PROGRAMS IN AMERICAN COLLEGES AND UNIVERSITIES, (2) WRITTEN MATERIALS, (3) PREPARATION OF GRADED MATERIALS, AND (4) AUDIOVISUAL AIDS USED IN TEACHING LANGUAGES. (RS)

ED 003 937 48
SOME FEATURES OF GANDA LINGUISTIC STRUCTURE, PART 1.
BY- COLE, DESMOND T.
REPORT NUMBER NDEA-VI-205-1 PUB DATE 65
EDRS PRICE MF-$0.09 HC-$2.20 55P. AFRICAN STUDIES QUARTERLY J., 24 (1)/3-54, 1965

DESCRIPTORS- *GANDA, *LANGUAGE RESEARCH, *LINGUISTIC PATTERNS, *MORPHOLOGY (LANGUAGES), *PHONETIC ANALYSIS, *STRUCTURAL ANALYSIS, DISTRICT OF COLUMBIA, ORTHOGRAPHIC SYMBOLS,

CERTAIN LINGUISTIC STRUCTURES OF GANDA, CLASSIFIED AS A BANTU LANGUAGE OF UGANDA, WERE STUDIED AND REPORTED. STRUCTURAL ASPECTS OF THE LANGUAGE WERE PRESENTED AT THE WORD AND PHRASE LEVEL, AND THE PRELIMINARIES TO A FORMAL STRUCTURAL ANALYSIS WERE REPRESENTED, INCLUDING TONOMORPHOLOGICAL FEATURES. THIS FIRST PART OF A THREE-PART STUDY DEALT WITH THAT PORTION OF PHONOLOGY INVOLVING VOWELS, CONSONANTS, TONES AND TONE-MARKING, SYLLABLE STRUCTURES AND

TONAL CAPACITIES, AND MORPHOPHONEMIC PROCESSES. GANDA NOUN CLASSES WERE DESCRIBED INDIVIDUALLY. OTHER PARTS OF THIS STUDY ARE ED 003 938 AND ED 003 939. (RS)

ED 003 938 48

SOME FEATURES OF GANDA LINGUISTIC STRUCTURE, PART 2.
BY- COLE, DESMOND T.
REPORT NUMBER NDEA-VI-205-2 PUB DATE 65
EDRS PRICE MF-$0.09 HC-$1.92 48P. AFRICAN STUDIES QUARTERLY J., 24 (2)/71-116, 1965

DESCRIPTORS- *GANDA, *LINGUISTIC PATTERNS, *MORPHOLOGY (LANGUAGES), *STRUCTURAL ANALYSIS, DISTRICT OF COLUMBIA, LANGUAGE RESEARCH, TRANSLATION,

THIS PAPER PRESENTS THE SECOND PART OF A THREE-PART ARTICLE ON CERTAIN ASPECTS OF THE LINGUISTIC STRUCTURE OF GANDA. THE SPECIFIC CONCERNS OF THIS PART ARE (1) THE TONOMORPHOLOGY OF NOUNS AND ADJECTIVES AND (2) BASIC SETS OF ABSOLUTE AND DEMONSTRATIVE PRONOUNS. TONAL DECLENSIONS OF NOUNS AND PRONOUNS ARE PRESENTED ACCORDING TO CLASS, REPRESENTING THOSE FEATURES OF NOUNS AND PRONOUNS WHICH OCCUR MAINLY AT THE WORD AND TWO-WORD PHRASE LEVEL. OTHER PARTS OF THIS STUDY ARE ED 003 937 AND ED 003 939. (GD)

ED 003 939 48

SOME FEATURES OF GANDA LINGUISTIC STRUCTURE, PART 3.
BY- COLE, DESMOND T.
REPORT NUMBER NDEA-VI-205-3 PUB DATE 65
EDRS PRICE MF-$0.09 HC-$1.80 45P. AFRICAN STUDIES QUARTERLY J., 24 (3)/199-240, 1965

DESCRIPTORS- *GANDA, *LANGUAGE RESEARCH, *LINGUISTIC PATTERNS, *MORPHOLOGY (LANGUAGES), *STRUCTURAL ANALYSIS, DISTRICT OF COLUMBIA, GRAMMAR, TRANSLATION,

THIS PAPER IS THE THIRD PART OF A THREE-PART ARTICLE DEALING WITH CERTAIN ASPECTS OF THE LINGUISTIC STRUCTURE OF GANDA. THE SPECIFIC CONCERNS OF THIS PART ARE QUALIFICATIVES (ADJECTIVES, ENUMERATIVES, QUANTITATIVES, AND POSSESSIVES) AND VERBAL RADICALS AND AFFIXES. LISTS ARE PROVIDED IN ENGLISH AND GANDA, DESCRIBING EXAMPLES PERTAINING TO EACH SUBJECT AREA. OTHER PARTS OF THIS STUDY ARE ED 003 937 AND ED 003 938. (GD)

ED 003 940 48

THE TEACHING OF SPANISH IN THE UNITED STATES.
BY- LEAVITT, STURGIS E.
MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.
REPORT NUMBER NDEA-VI-1-21 PUB DATE NOV 61
CONTRACT OEC-SAE-8342
EDRS PRICE MF-$0.09 HC-$1.68 42P. REPRINT FROM REPORTS OF SURVEYS AND STUDIES IN THE TEACHING OF MODERN FOREIGN LANGUAGES, NOV. 1961.

DESCRIPTORS- *HISTORICAL REVIEWS, *LANGUAGE INSTRUCTION, *MODERN LANGUAGES, *SPANISH, *UNITED STATES HISTORY, LANGUAGE TEACHERS, NEW YORK, NEW YORK CITY, SURVEYS,

A SHORT HISTORY OF THE TEACHING OF SPANISH IN THE UNITED STATES WAS REPORTED. THE ACCOUNT BEGAN WITH EVENTS FOLLOWING THE AMERICAN REVOLUTION TO THE PRESENT. THE SURVEY INCLUDED A DISCUSSION OF (1) SPANISH TEACHERS, (2) SPANISH READERS, (3) LATIN AMERICA, (4) ASSOCIATIONS, AND (5) STUDENTS AND TEACHERS. THIS STUDY ENDEAVORS TO PROVIDE ADDITIONAL INFORMATION CONCERNING SOME DETAILS REPORTED PREVIOUSLY IN OTHER HISTORICAL ACCOUNTS. REPORTS IN THIS SERIES ARE ED 003 940 THROUGH ED 003 960. (RS)

ED 003 941 48

THE TEACHING OF GERMAN IN THE UNITED STATES FROM COLONIAL TIMES TO THE PRESENT.
BY- ZEYDEL, EDWIN H.
MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.
REPORT NUMBER NDEA-VI-1-20 PUB DATE NOV 61
CONTRACT OEC-SAE-8342
EDRS PRICE MF-$0.09 HC-$2.16 54P. REPRINT FROM REPORTS OF SURVEYS OF STUDIES IN THE TEACHING OF MODERN FOREIGN LANGUAGES, NOV. 1961

DESCRIPTORS- *GERMAN, *HISTORICAL REVIEWS, *LANGUAGE INSTRUCTION, *MODERN LANGUAGES, *UNITED STATES HISTORY, LANGUAGE TEACHERS, NEW YORK, NEW YORK CITY, SURVEYS,

AN HISTORICAL ACCOUNT OF THE TEACHING OF THE GERMAN LANGUAGE IN THE UNITED STATES WAS REPORTED. A LARGE VARIETY OF MATERIALS WERE SURVEYED TO PROVIDE THE INFORMATION NEEDED FOR THIS SUMMARY, INCLUDING TEXTBOOKS, ARTICLES, PUBLICATIONS, AND RELATED MATERIALS. EMPHASIS WAS PLACED ON THE TEACHING OF GERMAN TO THE ENGLISH-SPEAKING SCHOOL AND COLLEGE POPULATION. DISCUSSIONS WERE PRESENTED ON (1) THE COLONIAL ERA, (2) THE REVOLUNTIONARY WAR TO 1825, (3) AN UPHILL STRUGGLE--1826 TO 1876, (4) ERA OF SELF-EXAMINATION--1876 TO 1899, (5) FIRST DECADES OF THE 20TH CENTURY--1900 TO 1916, AND (6) PERIOD OF RECUPERATION--1917 TO 1957. REPORTS IN THIS SERIES ARE ED 003 940 THROUGH ED 003 960. (RS)

ED 003 942 48

SURVEY OF MODERN-FOREIGN-LANGUAGE TEACHERS IN CONNECTICUT.
BY- SERAFINO, ROBERT P.
MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.
REPORT NUMBER NDEA-VI-1-19 PUB DATE NOV 61
CONTRACT OEC-SAE-8342
EDRS PRICE MF-$0.09 HC-$0.28 7P. REPRINTS FROM REPORTS OF SURVEYS AND STUDIES IN THE TEACHING OF MODERN FOREIGN LANGUAGES, NOV. 1961.

DESCRIPTORS- *LANGUAGE TEACHERS, *MODERN LANGUAGES, *TEACHER BACKGROUND, *TEACHER EVALUATION, CONNECTICUT, NEW YORK, NEW YORK CITY, PILOT PROJECTS, QUESTIONNAIRES, SURVEYS, TEACHER EXPERIENCE, TEACHER RESPONSIBILITY,

THE BACKGROUND, RESPONSIBILITIES, AND COMPETENCE OF A SAMPLE OF FOREIGN LANGUAGE TEACHERS WERE REPORTED IN A PILOT STUDY. QUESTIONNAIRES WERE COMPLETED BY 621 TEACHERS IN THE SURVEY SAMPLE. EIGHT TABLES WERE INCLUDED ON--TEACHING LOAD, ACADEMIC TRAINING, LANGUAGE PROFICIENCY, TEACHING EXPERIENCE, CERTIFICATION, CONTINUING PREPARATION, SOURCE SITE OF DEGREES, AND NONLANGUAGE MAJORS. GENERALLY THE FINDINGS INDICATED THAT MOST TEACHERS--(1) TAUGHT FIVE CLASSES, (2) POSSESSED A BACHELOR'S DEGREE, (3) MAJORED IN FRENCH, (4) ENGAGED IN SOME ADVANCED LEARNING ACTIVITY, AND (5) RECEIVED UNDERGRADUATE AND GRADUATE TRAINING IN THE NORTHEASTERN

STATES OF THE UNITED STATES. REPORTS IN THIS SERIES ARE ED 003 940 THROUGH ED 003 960. (RS)

ED 003 943 48

THE NEW INTERRELATION BETWEEN FIRST AND SECOND LANGUAGE LEARNING.
BY- FISHER, JOHN H.
MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.
REPORT NUMBER NDEA-VI-1-18 PUB DATE NOV 61
CONTRACT OEC-SAE-8342
EDRS PRICE MF-$0.09 HC-$0.48 12P. REPRINT FROM REPORTS OF SURVEYS AND STUDIES IN THE TEACHING OF MODERN FOREIGN LANGUAGES, NOV. 1961

DESCRIPTORS- *ENGLISH CURRICULUM, *INSTRUCTIONAL INNOVATION, *LANGUAGE INSTRUCTION, *MODERN LANGUAGES, *TEACHING METHODS, CONFERENCES, LANGUAGE TEACHERS, NEW YORK, NEW YORK CITY, TEACHER IMPROVEMENT,

FOREIGN LANGUAGE INSTITUTE DIRECTORS AND ENGLISH DEPARTMENT CHAIRMEN (31) MET DURING A 3-DAY CONFERENCE TO DISCUSS LANGUAGE INSTRUCTION. THREE BASIC AREAS WERE APPROACHED--(1) THE PRESENT STATUS OF FOREIGN LANGUAGE TEACHING, (2) THE PROMOTION OF THE GENERAL PURPOSES OF FOREIGN LANGUAGE INSTRUCTION BY ENGLISH TEACHERS, AND (3) THE ENGLISH LANGUAGE CURRICULUM AS SUPPORT FOR NEW METHODS OF FOREIGN LANGUAGE EDUCATION. EACH OF THE AREAS WAS FURTHER DIVIDED INTO FIVE SHARPLY FOCUSED QUESTIONS. WORK PAPERS WERE PRESENTED AND PROVIDED THE BASIS FOR DISCUSSION. SIX PROJECTS FOR FURTHER RESEARCH WERE RECOMMENDED. THE FOLLOWING WERE SUGGESTED AS AREAS OF CONCENTRATION FOR FUTURE STUDIES--ENGLISH COMPOSITION AND GREAT BOOKS, EXPERIMENTATION OF A PRACTICAL NATURE, AND APPLICABILITY OF AUDIOLINGUAL METHODS. REPORTS IN THIS SERIES ARE ED 003 940 THROUGH ED 003 960. (RS)

ED 003 944 48

SIX CULTURES (FRENCH, GERMAN, HISPANIC, ITALIAN, LUSO-BRAZILIAN, RUSSIAN). SELECTIVE AND ANNOTATED BIBLIOGRAPHIES.
BY- WYLIE, LAURENCE AND OTHERS
MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.
REPORT NUMBER NDEA-VI-1-17 PUB DATE NOV 61
CONTRACT OEC-SAE-8342
EDRS PRICE MF-$0.09 HC-$2.08 52P. REPRINT FROM REPORTS OF SURVEYS AND STUDIES IN THE TEACHING OF MODERN FOREIGN LANGUAGE, NOV. 1961

DESCRIPTORS- *BIBLIOGRAPHY, *BOOKLISTS, *FOREIGN CULTURE, *LANGUAGE TEACHERS, *MODERN LANGUAGES, CULTURAL AWARENESS, FRENCH, GERMAN, ITALIAN, LUSO BRAZILIAN, NEW YORK, NEW YORK CITY, REFERENCE MATERIALS, RESOURCE MATERIALS, RUSSIAN, SPANISH,

BOOKLISTS WERE PREPARED FOR COUNTRIES WHOSE LANGUAGES ARE FREQUENTLY TAUGHT IN THE UNITED STATES. THESE BIBLIOGRAPHIES WERE PREPARED PRIMARILY FOR LANGUAGE TEACHERS, BUT COULD ALSO BE USED BY PERSONS INTERESTED IN THE COUNTRY'S CULTURE. THE MODERN LANGUAGE ASSOCIATION (MLA) REQUESTED KNOWLEDGEABLE PERSONS TO SUBMIT LISTS OF RECOMMENDED BOOKS, WHICH WERE REVIEWED AND EVALUATED BY SPECIALISTS FOR THE FINAL SELECTION. ITEMS SELECTED MET THE CRITERIA OF--(1) BEING READILY ACCESSIBLE, (2) NOT BEING A STANDARD REFERENCE BOOK, (3) NOT BEING A PERIODICAL OR SERIES, AND (4) BEING INFORMATIVE AND ENJOYABLE. INTRODUCTORY PARAGRAPHS TO EACH BIBLIOGRAPHY SECTION WERE INCLUDED WITH SOURCE REFERENCES. REPORTS IN THIS SERIES ARE ED 003 940 THROUGH ED 003 960. (RS)

ED 003 945 48

FOREIGN LANGUAGE NEEDS OF MUNICIPAL EMPLOYEES IN TEN METROPOLITAN AREAS.
BY- WELLEMEYER, JOHN F.
MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.
REPORT NUMBER NDEA-VI-1-16 PUB DATE NOV 61
CONTRACT OEC-SAE-8342
EDRS PRICE MF-$0.09 HC-$0.88 22P. REPRINT FROM REPORTS OF SURVEYS AND STUDIES IN THE TEACHING OF MODERN FOREIGN LANGUAGES, NOV. 1961

DESCRIPTORS- *AGENCIES, *CITY PROBLEMS, *COMMUNICATION PROBLEMS, *MODERN LANGUAGES, *NON ENGLISH SPEAKING, EMPLOYEE RESPONSIBILITY, GOVERNMENT (ADMINISTRATIVE BODY), MUNICIPALITIES, NEEDS, SURVEYS, URBAN AREAS,

VARIOUS AGENCIES IN CITIES WITH PROBLEMS OF NON-ENGLISH-SPEAKING RESIDENTS WERE SURVEYED. THE CITIES WERE BOSTON, BUFFALO, CHICAGO, CLEVELAND, DETROIT, LOS ANGELES, NEW YORK, PHILADELPHIA, SAN ANTONIO, AND TAMPA. SUMMARY STATEMENTS WERE USED TO CONSOLIDATE THE MORE SIGNIFICANT ITEMS INCLUDED IN THE DETAILED FULL REPORTS OF THE INDIVIDUAL CITIES. THESE STATEMENTS INCLUDED DISCUSSIONS ON THE PROBLEMS OF SPANISH-SPEAKING PEOPLE, CIVIL SERVICE ORGANIZATIONS, COURTS, POLICE DEPARTMENTS, WELFARE DEPARTMENTS, HOSPITALS AND OTHER MEDICAL SERVICES, LIBRARIES, PUBLIC EMPLOYMENT OFFICES, MAYOR'S OFFICES AND RELATED AGENCIES, INTERNATIONAL INSTITUTES, FIRE DEPARTMENTS, RECREATION AND PARKS DEPARTMENTS, IMMIGRATION AND NATURALIZATION SERVICE, AND MISCELLANEOUS DEPARTMENTS AND SPECIAL PROBLEMS. A BRIEF DESCRIPTION OF IMMIGRATION PATTERNS AND HISTORY BASED PRIMARILY UPON CENSUS BUREAU TABULATIONS WAS INCLUDED. REPORTS IN THIS SERIES ARE ED 003 940 THROUGH ED 003 960. (RS)

ED 003 946 48

GOOD TEACHING PRACTICES--A SURVEY OF HIGH-SCHOOL FOREIGN-LANGUAGE CLASSES.
BY- BRISLEY, LEONARD AND OTHERS
MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.
REPORT NUMBER NDEA-VI-1-15 PUB DATE NOV 61
CONTRACT OEC-SAE-8342
EDRS PRICE MF-$0.09 HC-$2.24 56P. REPRINT FROM REPORTS OF SURVEYS FROM STUDIES IN THE TEACHING OF MODERN FOREIGN LANGUAGES, NOV. 1961

DESCRIPTORS- *CLASSROOM TECHNIQUES, *LANGUAGE TEACHERS, *MODERN LANGUAGES, *SECONDARY EDUCATION, *TEACHING METHODS, NEW YORK, NEW YORK CITY, PATTERN DRILLS (LANGUAGE), TEACHING LOAD, TEACHING QUALITY,

FIVE EXPERIENCED TEACHERS VISITED 1,011 FOREIGN LANGUAGE CLASSES, TAUGHT BY 747 HIGH SCHOOL TEACHERS, TO STUDY THE QUALITY AND QUANTITY OF THE TEACHING. BRIEF DESCRIPTIONS OF SUCCESSFUL METHODS WERE REPORTED. THE REPORT INCLUDED

DISCUSSIONS OF LOGS OF FOUR TYPICAL CLASSES, CLASS SETTINGS, LISTENING COMPREHENSION, SPEAKING, READING, AND WRITING SKILLS, LANGUAGE LABORATORY, AUDIOVISUAL AIDS, CULTURE AND CIVILIZATION, SUPERVISION, AND MISCELLANEOUS. NINE FEATURES OF THE SUCCESSFUL CLASSES OBSERVED WERE INDICATED. GENERALLY, THESE FEATURES HAD FULL PARTICIPATION BY STUDENTS WITH TEACHER CONTROL. REPORTS IN THIS SERIES ARE ED 003 940 THROUGH ED 003 960. (RS)

ED 003 947 48

A SURVEY OF FLES PRACTICES.
BY- ALKONIS, NANCY V. BROPHY, MARY A.
MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.
REPORT NUMBER NDEA-VI-1-14 PUB DATE NOV 61
CONTRACT OEC-SAE-8342
EDRS PRICE MF-$0.09 HC-$0.64 16P. REPRINT FROM REPORTS OF SURVEYS AND STUDIES IN THE TEACHING OF MODERN FOREIGN LANGUAGES, NOV. 1961

DESCRIPTORS- *ELEMENTARY EDUCATION, *LANGUAGE TEACHERS, *MODERN LANGUAGES, *PROGRAM EVALUATION, *TEACHING METHODS, FOREIGN LANGUAGES IN ELEMENTARY SCHOOLS (FLES), NEW YORK, NEW YORK CITY, PROGRAM EVALUATION, SURVEYS, TEACHING QUALITY,

A SURVEY WAS CONDUCTED IN THE SPRING OF 1961 BY TWO EXPERIENCED TEACHERS OF THE TEACHING OF FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOLS (FLES). NEW AND OLD PROGRAMS IN VARIOUS CITIES WERE OBSERVED AND EVALUATED BY VISITS TO 62 SCHOOL SYSTEMS IN 29 STATES. AREAS OF CONCERN INCLUDED--(1) PROGRAM, (2) TEACHERS, (3) MATERIALS, (4) CLASSROOM TECHNIQUES, (5) ADMINISTRATIVE PROBLEMS, (6) PROVISIONS FOR COORDINATION AND SUPERVISION, AND (7) PROGRAM EVALUATION METHODS. REPORTS IN THIS SERIES ARE ED 003 940 THROUGH ED 003 960. (RS)

ED 003 948 48

AN EXPLORATORY SURVEY OF FOREIGN LANGUAGE TEACHING BY TELEVISION IN THE UNITED STATES.
BY- REID, J. RICHARD
MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.
REPORT NUMBER NDEA-VI-1-13 PUB DATE NOV 61
CONTRACT OEC-SAE-8342
EDRS PRICE MF-$0.09 HC-$1.44 36P. REPRINT FROM REPORTS OF SURVEYS AND STUDIES IN THE TEACHING OF MODERN FOREIGN LANGUAGES, NOV. 1961

DESCRIPTORS- *INSTRUCTIONAL TELEVISION, *LANGUAGE INSTRUCTION, *MODERN LANGUAGES, *TEACHING METHODS, *TELEVISION TEACHERS, NATIONAL SURVEYS, NEW YORK, NEW YORK CITY, PROGRAM EVALUATION, TELEVISION SURVEYS,

A SURVEY WAS CONDUCTED TO REPORT THE STRENGTHS AND WEAKNESSES OF CLASSROOM LEARNING OF FOREIGN LANGUAGES BY MEANS OF INSTRUCTIONAL TELEVISION (ITV) COURSES. THREE GENERAL CATEGORIES OF DISCUSSION WERE PRESENTED--(1) THE CORROBORATION OF IMPRESSIONS, (2) THE PROFESSION'S IMAGE, AND (3) THE USE, PROBLEMS, TECHNIQUES, AND RESEARCH IN ITV. DISCUSSIONS INCLUDED DESCRIPTIONS OF TV AND OTHER AUDIOVISUAL MEDIA, VARYING ROLES OF TV IN INSTRUCTIONAL PROGRAMS, COURSES AIMS AND METHODS, COLLEGE COURSES, SPECIAL PROBLEMS IN TV INSTRUCTION, PROGRAM PROCEDURES, EVALUATION, RESEARCH, AND TV'S PROMISE. ITV WAS NOT THE ANSWER TO THE SHORTAGE OF LANGUAGE TEACHERS, BUT COULD BE A MAJOR PART OF THE SOLUTION TO THIS PROBLEM. REPORTS IN THIS SERIES ARE ED 003 940 THROUGH ED 003 960. (RS)

ED 003 949 48

A SURVEY OF LANGUAGE SCHOOLS NOT UNDER ACADEMIC AUSPICES.
BY- MUSTARD, HELEN M.
MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.
REPORT NUMBER NDEA-VI-1-12 PUB DATE NOV 61
CONTRACT OEC-SAE-8342
EDRS PRICE MF-$0.09 HC-$1.04 26P. REPRINT FROM REPORTS OF SURVEYS AND STUDIES IN THE TEACHING OF MODERN FOREIGN LANGUAGES, NOV. 1961

DESCRIPTORS- *LANGUAGE INSTRUCTION, *MODERN LANGUAGES, *PRIVATE SCHOOLS, *STUDENT ENROLLMENT, *TEACHING METHODS, INTERVIEWS, NATIONAL SURVEYS, NEW YORK, NEW YORK CITY, SCHOOL SIZE,

A SURVEY WAS CONDUCTED OF 93 SCHOOLS WHICH OFFERED FOREIGN-LANGUAGE INSTRUCTION IN 10 MAJOR CITIES. THESE SCHOOLS WERE SELF-SUPPORTING AND NOT INCLUDED IN SUCH ACADEMIC CATEGORIES AS COLLEGES, PUBLIC HIGH SCHOOLS, AND PRIVATE PREPARATORY SCHOOLS. INFORMATION ON THE STUDY OF LANGUAGES FOREIGN TO AMERICANS WERE GATHERED BY INTERVIEWS WITH EACH SCHOOL, AND THE INVESTIGATION WAS CONCERNED WITH ENROLLMENTS, CLASS SIZE, METHODS OF INSTRUCTION, AUDIOLINGUAL AIDS, AGE AND TYPES OF STUDENTS, AND SCHOOL AND TEACHING STAFF. THE FINDINGS INDICATED THAT--(1) ENROLLMENT HAD INCREASED BETWEEN 1955 AND 1960, (2) SPANISH, FRENCH, GERMAN, RUSSIAN, AND ITALIAN WERE THE MAIN LANGUAGES TAUGHT, AND (3) EASTERN STATES ENROLLMENT WAS LARGER THAN THE COMBINED ENROLLMENT OF THE SCHOOLS FROM OTHER REGIONS. (RS)

ED 003 950 48

CONFERENCE ON NEGLECTED LANGUAGES.
BY- FIFE, AUSTIN S. NIELSEN, MARION L.
MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.
REPORT NUMBER NDEA-VI-1-11 PUB DATE NOV 61
CONTRACT OEC-SAE-8342
EDRS PRICE MF-$0.09 HC-$0.80 20P. REPRINT FROM REPORTS OF SURVEYS AND STUDIES IN THE TEACHING OF MODERN FOREIGN LANGUAGE, NOV. 1961.

DESCRIPTORS- *COMMUNICATION PROBLEMS, *CONFERENCES, *LANGUAGE PROGRAMS, *LINGUISTIC PATTERNS, *MODERN LANGUAGES, CAREER OPPORTUNITIES, EDUCATIONAL NEEDS, NEW YORK, NEW YORK CITY, PROGRAM EVALUATION, PROGRAM IMPROVEMENT,

A CONFERENCE WAS HELD TO MAKE RECOMMENDATIONS FOR THE DEVELOPMENT OF THE STUDY OF LANGUAGES OTHER THAN ENGLISH, FRENCH, GERMAN, ITALIAN, RUSSIAN, AND SPANISH. DISCUSSIONS WERE CENTERED ON (1) DETERMINING CRITERIA FOR THE SELECTION OF NEGLECTED LANGUAGES WORTHY OF INCREASED STUDY, (2) SELECTING A LIST OF LANGUAGES MEETING THE CRITERIA, (3) A STATEMENT FOR EACH LANGUAGE OF THE TOOLS AND BASIC RESEARCH NEEDED, AND (4) A STATEMENT OF THE MAGNITUDE OF PROGRAMS AND MANPOWER TO BE ALLOCATED TO THE LANGUAGES. TWENTY-EIGHT SPECIALISTS IN THE FIELD OF MODERN LANGUAGES DEVELOPED AND AGREED UPON 13 RECOMMENDATIONS WHICH DEALT WITH (1) THE MAJOR LANGUAGES OF THE WORLD, (2) PRIORITIES IN TEACHING MATERIALS , (3) BILINGUAL DICTIONARIES, (4) DESCRIPTIVE

ANALYSES OF PERTINENT LANGUAGES, (5) LINGUISTIC RESEARCH, (6) COORDINATING THE PREPARATION AND DISSEMINATION OF MATERIALS, (7) TEACHER EDUCATION, (8) GRADUATE SCHOOL RESPONSIBILITY, (9) ENTRANCE AND DEGREE REQUIREMENTS, (10) ESTABLISHMENT OF ENDOWED CHAIRS FOR NEGLECTED LANGUAGES, (11) A STUDY OF AN INSTITUTE FOR FAR EASTERN LANGUAGES, (12) ESTABLISHMENT OF LANGUAGE CENTERS ABROAD, AND (13) RESOLUTIONS ON FURTHER ACTIVITY IN MEETING COMMUNICATIONS NEEDS. REPORTS IN THIS SERIES ARE ED 003 940 THROUGH ED 003 960. (RS)

ED 003 951 48

FOREIGN LANGUAGE TEACHING IN COLLEGE--A SET OF
RECOMMENDATIONS AND SOME WORKPAPERS.
BY- HARRIS, JULIAN E. AND OTHERS
MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.
REPORT NUMBER NDEA-VI-1-10 PUB DATE NOV 61
CONTRACT OEC-SAE-8342
EDRS PRICE MF-$0.09 HC-$1.36 34P. REPRINT FROM REPORTS
OF SURVEYS AND STUDIES IN THE TEACHING OF MODERN FOREIGN
LANGUAGES, NOV. 1961.

DESCRIPTORS- *COLLEGE CURRICULUM, *COLLEGE INSTRUCTION, *LANGUAGE INSTRUCTION, *MODERN LANGUAGES, *TEACHER EDUCATION, COLLEGE PROGRAMS, CONFERENCES, NEW YORK, NEW YORK CITY,

RECOMMENDATIONS AND WORK PAPERS DEVELOPED DURING A 2-DAY CONFERENCE IN 1961 WERE REPORTED. RECOMMENDATIONS WERE MADE ON (1) THE USE OF THE FOREIGN LANGUAGE IN THE FIRST- AND SECOND-YEAR COLLEGE CLASSROOM, (2) THE FOREIGN LANGUAGE MAJOR, (3) COLLEGE TEACHER QUALIFICATIONS, (4) TIME NECESSARY FOR MASTERY OF THE BASIC SKILLS, (5) STUDY ABROAD, AND (6) DEGREE REQUIREMENT. THE WORK PAPERS DEALT WITH (1) USING FOREIGN LANGUAGE IN THE CLASSROOM, (2) A BASIC COURSE IN MODERN FOREIGN LANGUAGES, (3) SUGGESTIONS FOR A NEW FOREIGN LANGUAGE PROGRAM FOR COLLEGE FRESHMAN WITH 4 TO 10 YEARS OF LANGUAGE STUDY, (4) PROGRAM FOR THE FOREIGN LANGUAGE MAJOR, AND (5) TRAINING THE NEW COLLEGE INSTRUCTOR. REPORTS IN THIS SERIES ARE ED 003 940 THROUGH ED 003 960. (RS)

ED 003 952 48

FOREIGN LANGUAGES IN THE ELEMENTARY SCHOOLS OF THE UNITED
STATES 1959-1960.
BY- BREUNIG, MARJORIE
MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.
REPORT NUMBER NDEA-VI-1-1 PUB DATE NOV 61
GRANT OEG-SAE-8342
EDRS PRICE MF-$0.09 HC-$1.36 34P. REPRINT FROM REPORTS
OF SURVEYS AND STUDIES IN THE TEACHING OF MODERN FOREIGN
LANGUAGES, NOV. 1961

DESCRIPTORS- *ELEMENTARY EDUCATION, *ENROLLMENT TRENDS, *LANGUAGE INSTRUCTION, *MODERN LANGUAGES, *NATIONAL SURVEYS, COURSES, ENROLLMENT RATES, FOREIGN LANGUAGES IN ELEMENTARY SCHOOLS (FLES), NEW YORK, NEW YORK CITY, STATISTICAL SURVEYS,

A NATIONAL SURVEY WAS CONDUCTED TO DETERMINE ENROLLMENTS IN MODERN LANGUAGE COURSES OFFERED IN ELEMENTARY SCHOOLS. THE REPORT WAS DIVIDED INTO THREE PARTS -- ENROLLMENTS IN THE PUBLIC SCHOOLS, ENROLLMENTS IN THE INDEPENDENT SCHOOLS, AND ENROLLMENTS IN THE LABORATORY SCHOOLS. AN ADDENDUM WHICH GAVE 1959-60 FOREIGN LANGUAGE ENROLLMENTS IN ELEMENTARY SCHOOLS FOR CATHOLIC AND LUTHERAN SCHOOLS AND WHICH LISTED REGULAR AND TELEVISED PROGRAMS WAS INCLUDED. THE FINDINGS INDICATED THAT 1,227,006 STUDENTS HAD LANGUAGE INSTRUCTION IN THE ELEMENTARY SCHOOLS IN 1959-60. A GENERAL INCREASE WAS EVIDENT AMONG PUBLIC, NONPUBLIC, INDEPENDENT, AND LABORATORY SCHOOL LANGUAGE ENROLLMENTS. REPORTS IN THIS SERIES ARE ED 003 940 THROUGH ED 003 960. (RS)

ED 003 953 48

FOREIGN LANGUAGE OFFERINGS AND ENROLLMENTS IN PUBLIC
SECONDARY SCHOOLS, FALL 1959.
BY- CHILDERS, J. WESLEY
MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.
REPORT NUMBER NDEA-VI-1-2 PUB DATE NOV 61
EDRS PRICE MF-$0.09 HC-$1.84 46P. REPRINT FROM REPORTS
OF SURVEYS AND STUDIES IN THE TEACHING OF MODERN FOREIGN
LANGUAGES, NOV. 1961

DESCRIPTORS- *ENROLLMENT TRENDS, *LANGUAGE INSTRUCTION, *MODERN LANGUAGES, *NATIONAL SURVEYS, *SECONDARY SCHOOLS, COURSES, ENROLLMENT RATE, NEW YORK, NEW YORK CITY, STATISTICAL SURVEYS,

A NATIONAL SURVEY WAS CONDUCTED OF MODERN LANGUAGE OFFERINGS AND ENROLLMENTS IN PUBLIC SECONDARY SCHOOLS. DATA FOR THIS SURVEY WERE PROVIDED BY STATE LANGUAGE CONSULTANTS, STATISTICIANS, AND DIRECTORS AND SUPERVISORS OF SECONDARY EDUCATION. DISCUSSIONS INCLUDED (1) NATIONAL ENROLLMENTS, (2) THE NDEA AND MODERN LANGUAGES, (3) SUMMARY TABLES ANALYSIS, (4) INDIVIDUAL ENROLLMENTS, (5) DISTRIBUTION BY STATES, AND (6) LANGUAGE ENROLLMENTS IN THE SEVENTH AND EIGHTH GRADES. THE FINDINGS INDICATED THAT (1) 2,200,000 STUDENTS WERE ENROLLED IN LANGUAGE COURSES IN 1959 AND (2) SIGNIFICANT INCREASES IN VARIOUS ASPECTS OF STUDENT ENROLLMENT RATES WERE SHOWN. REPORTS IN THIS SERIES ARE ED 003 940 THROUGH ED 003 960. (RS)

ED 003 954 48

FOREIGN LANGUAGES IN INDEPENDENT SECONDARY SCHOOLS, FALL
1959.
BY- HARMON, JOHN
MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.
REPORT NUMBER NDEA-VI-1-3 PUB DATE NOV 61
CONTRACT OEC-SAE-8342
EDRS PRICE MF-$0.09 HC-$0.88 22P. REPRINT FROM REPORTS
OF SURVEYS AND STUDIES IN THE TEACHING OF MODERN LANGUAGES,
NOV. 1961

DESCRIPTORS- *ENROLLMENT TRENDS, *LANGUAGE INSTRUCTION, *MODERN LANGUAGES, *NATIONAL SURVEYS, *SECONDARY EDUCATION, ENROLLMENT RATE, NEW YORK, NEW YORK CITY, STATISTICAL SURVEYS,

A SURVEY WAS CONDUCTED OF LANGUAGE ENROLLMENTS OF 1,278 INDEPENDENT SECONDARY SCHOOLS WHICH (1) OFFERED INSTRUCTION LEADING TO GRADUATION FROM SECONDARY SCHOOL AND (2) OFFERED A COURSE IN A LANGUAGE IN GRADES 9-12. THE DISCUSSION OF THE REPORT COVERED SUMMARY OF DATA AND ANALYSIS OF STATISTICAL TABLES. THE FINDINGS INDICATED THAT ENROLLMENTS IN LATIN AND A MODERN LANGUAGE FORMED THE COMMON PATTERN, WITH LATIN ACCOUNTING FOR 46.5 PERCENT OF THE LANGUAGE TOTALS. REPORTS IN THIS SERIES ARE ED 003 940 THROUGH ED 003 960. (RS)

ED 003 955 48

MODERN FOREIGN LANGUAGE TEACHING IN JUNIOR COLLEGES, FALL 1959, FALL 1960.
BY- CHILDERS, J. WESLEY BELL, BARBARA B.
MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.
REPORT NUMBER NDEA-VI-1-4 PUB DATE NOV 61
CONTRACT OEC-SAE-8342
EDRS PRICE MF-$0.09 HC-$0.72 18P. REPRINT FROM REPORTS OF SURVEYS AND STUDIES IN THE TEACHING OF MODERN FOREIGN LANGUAGE, NOV. 1961

DESCRIPTORS- *ENROLLMENT TRENDS, *JUNIOR COLLEGES, *LANGUAGE INSTRUCTION, *MODERN LANGUAGES, *NATIONAL SURVEYS, NEW YORK, NEW YORK CITY, STATISTICAL SURVEYS,

A NATIONAL SURVEY WAS CONDUCTED OF 609 ACCREDITED JUNIOR COLLEGES ON SEVERAL ASPECTS OF LANGUAGE TEACHING. LANGUAGE ENROLLMENTS TOTALLED 44,809 IN 1959 AND 51,570 IN 1960. THE ANALYSIS AND DISCUSSION OF DATA COVERED SUCH AREAS AS (1) TOTAL SUMMARY BY STATES, (2) ENROLLMENTS IN FRENCH BY STATES, (3) ENROLLMENTS IN GERMAN, (4) ENROLLMENTS IN ITALIAN, (5) ENROLLMENTS IN RUSSIAN, (6) ENROLLMENTS IN SPANISH, (7) SPECIAL LANGUAGES BY STATE, (8) SPECIAL LANGUAGES BY LANGUAGE AND STATE, (9) ENTRANCE AND GRADUATION REQUIREMENTS, AND (10) NUMPER OF TEACHERS IN 1960-61. THE FINDINGS INDICATED A GENERAL INCREASE IN ENROLLMENTS AND THAT SPANISH LED IN PERCENT OF INDIVIDUAL LANGUAGE ENROLLMENT. REPORTS IN THIS SERIES ARE ED 003 940 THROUGH ED 003 960. (RS)

ED 003 956 48

MODERN FOREIGN LANGUAGE ENROLLMENTS IN FOUR-YEAR ACCREDITED COLLEGES AND UNIVERSITIES, FALL 1958 AND FALL 1959.
BY- VAMOS, MARA AND OTHERS
MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.
REPORT NUMBER NDEA-VI-1-5 PUB DATE NOV 61
CONTRACT OEC-SAE-8342
EDRS PRICE MF-$0.18 HC-$3.60 90P. REPRINT FROM REPORTS OF SURVEYS AND STUDIES IN THE TEACHING OF MODERN FOREIGN LANGUAGES, NOV. 1961.

DESCRIPTORS- *COLLEGE STUDENTS, *ENROLLMENT TRENDS, *MODERN LANGUAGES, *NATIONAL SURVEYS, *TEACHER EDUCATION, NEW YORK, NEW YORK CITY, STATISTICAL SURVEYS,

A NATIONAL SURVEY WAS CONDUCTED OF MODERN LANGUAGE ENROLLMENTS FOR THE FALL OF 1958 AND 1959. DISCUSSIONS CENTERED ON (1) NATIONAL DATA, (2) BREAKDOWN BY LANGUAGES, (3) COVERAGE OF THE SURVEY, (4) STATISTICAL TABLES, (5) CRITICALLY NEEDED LANGUAGES, (6) DATA ON PUERTO RICO, AND (7) SURVEY TABLES. THE REPORT SHOWED THAT IN 1,039 INSTITUTIONS DURING THE ONE-YEAR INTERVAL ENROLLMENTS INCREASED BY 13, 16.9, AND 15 PERCENT, RESPECTIVELY, FOR UNDERGRADUATE, GRADUATE, AND "SPECIAL" GROUPS. REPORTS IN THIS SERIES ARE ED 003 940 THROUGH ED 003 960. (RS)

ED 003 957 48

MODERN FOREIGN LANGUAGE ENROLLMENTS IN FOUR-YEAR COLLEGES AND UNIVERSITIES, FALL 1960.
BY- VAMOS, MARA AND OTHERS
MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.
REPORT NUMBER NDEA-VI-1-6 PUB DATE NOV 61
CONTRACT OEC-SAE-8342
EDRS PRICE MF-$0.09 HC-$3.04 76P. REPRINT FROM REPORTS OF SURVEYS AND STUDIES IN THE TEACHING OF MODERN FOREIGN LANGUAGES, NOV. 1961

DESCRIPTORS- *COLLEGE STUDENTS, *ENROLLMENT TRENDS, *MODERN LANGUAGES, *NATIONAL SURVEYS, *TEACHER EDUCATION, COMPARATIVE ANALYSIS, NEW YORK, NEW YORK CITY, STATISTICAL SURVEYS,

MODERN LANGUAGE ENROLLMENT DATA WERE PRESENTED DEALING WITH 4-YEAR INSTITUTIONS OF HIGHER EDUCATION FOR THE FALL OF 1960. A COMPARISON WAS MADE OF THE TOTAL ENROLLMENTS OF 1958 AND 1959, WHICH SHOWED AN INCREASE OF 27.8 PERCENT OVER THE PREVIOUS 2 YEARS. INCLUDED WERE DISCUSSIONS OF (1) NATIONAL DATA, (2) BREAKDOWN BY LANGUAGES, (3) STATISTICAL TABLES, (4) CRITICALLY NEEDED LANGUAGES, AND (5) A COMPREHENSIVE SURVEY TABLE. THE FINDINGS INDICATED THAT THE INCREASE IN LANGUAGE ENROLLMENTS SHOULD RESULT IN MORE TEACHERS FOR THE VARIOUS LANGUAGES. SMALL ENROLLMENTS IN THE CRITICAL LANGUAGES, HOWEVER, WERE FELT TO BE OF SERIOUS CONCERN TO THE NATION. REPORTS IN THIS SERIES ARE ED 003 940 THROUGH ED 003 960. (RS)

ED 003 958 48

LANGUAGE LEARNING IN AMERICAN COLLEGES AND UNIVERSITIES--DATA ON DEGREES, MAJORS, AND TEACHING PRACTICES.
BY- VAMOS, MARA AND OTHERS
MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.
REPORT NUMBER NDEA-VI-1-7 PUB DATE NOV 61
CONTRACT OEC-SAE-8342
EDRS PRICE MF-$0.09 HC-$0.80 20P. REPRINT FROM REPORTS OF SURVEYS AND STUDIES IN THE LANGUAGE OF MODERN FOREIGN LANGUAGE, NOV. 1961

DESCRIPTORS- *COLLEGE CURRICULUM, *DEGREES (TITLES), *LANGUAGE INSTRUCTION, *MODERN LANGUAGES, *TEACHER EDUCATION, NATIONAL SURVEYS, NEW YORK, NEW YORK CITY, TEACHING METHODS,

SEVERAL ASPECTS OF THE TEACHING AND STUDY OF MODERN LANGUAGES IN HIGHER EDUCATION WERE SURVEYED, SUCH AS (1) DEGREES AWARDED IN 1958-59, (2) MAJORS ENROLLED IN THE FALL OF 1959, (3) AVAILABILITY AND USE OF LANGUAGE LABORATORIES, RESIDENTIAL HOUSES, AND PROGRAMS ABROAD, AND (4) CURRICULUMS AND STAFFING TRENDS. QUESTIONNAIRES WERE ADDRESSED TO MODERN LANGUAGE CHAIRMEN OF 1,125 INSTITUTIONS. FROM REPLIES TO THIS QUESTIONNAIRE AND FROM REPLIES TO TWO OTHER SURVEYS CONDUCTED SIMULTANEOUSLY, IT WAS FOUND THAT ONLY 1,032 OF THE 1,125 INSTITUTIONS CONTACTED OFFERED MODERN FOREIGN LANGUAGE INSTRUCTION. A TOTAL OF 992 REPORTED THAT THEY WERE EITHER OFFERING DEGREES WITH A MAJOR IN MODERN LANGUAGE (729) OR OFFERING INSTRUCTION BUT NOT A DEGREE (193). ON THE BASIS OF THE FINDINGS IT WAS POSSIBLE TO PREDICT THE AREAS AND EXTENT OF THE SHORTAGE OF MODERN FOREIGN LANGUAGE TEACHERS FOR THE NEXT TWO YEARS. THE INCREASE IN ENROLLMENTS AT THE UNDERGRADUATE LEVEL IS AN ASSURANCE THAT AN INCREASINGLY LARGE NUMBER OF EDUCATED PEOPLE WILL BE ABLE TO SPEAK, READ AND UNDERSTAND A FOREIGN LANGUAGE AT THE BEGINNER'S LEVEL, BUT THE CONCLUSION WAS THAT, IF THE NATIONAL NEED FOR PEOPLE WITH A SOUND KNOWLEDGE OF FOREIGN LANGUAGE AND CULTURE IS TO BE MET, ADDITIONAL EFFORTS ARE NECESSARY TO ATTRACT LARGER NUMBERS OF INTELLIGENT PEOPLE TO STUDY FOREIGN LANGUAGE AND CULTURE AT THE GRADUATE LEVEL. (RS)

ED 003 959 48
MODERN FOREIGN LANGUAGE FACULTIES IN COLLEGES AND UNIVERSITIES.
BY- VAMOS, MARA HARMON, JOHN
MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.
REPORT NUMBER NDEA-VI-1-8 PUB DATE NOV 61
CONTRACT OEC-SAE-8342
EDRS PRICE MF-$0.09 HC-$1.68 42P. REPRINT FROM REPORTS OF SURVEYS AND STUDIES IN THE TEACHING OF MODERN FOREIGN LANGUAGES, NOV. 1961

DESCRIPTORS- *COLLEGE FACULTY, *LANGUAGE TEACHERS, *MODERN LANGUAGES, *TEACHER DISTRIBUTION, *TEACHER EMPLOYMENT, ACCREDITATION (INSTITUTIONS), NATIONAL SURVEYS, NEW YORK, NEW YORK CITY, STATISTICAL SURVEYS,

THE AVAILABILITY AND NATIONAL DISTRIBUTION DATA OF MODERN LANGUAGE TEACHING MANPOWER IN INSTITUTIONS OF HIGHER EDUCATION FOR 1959-60 WERE COORDINATED, TABULATED, EVALUATED, AND REPORTED. CANVASSING WAS CONDUCTED OF 1,700 DEPARTMENT CHAIRMEN AT 1,170 COLLEGES AND UNIVERSITIES FOR (1) NAMES AND POSITIONS OF LANGUAGE TEACHERS, (2) LANGUAGES TAUGHT BY EACH PERSON, (3) TYPE OF COURSES TAUGHT, AND (4) TYPE OF EMPLOYMENT. SURVEY TABLES WERE PRESENTED OF (1) STATE AND NATIONAL TOTALS, (2) TOTALS WITHIN SIX REGIONAL ACCREDITING ASSOCIATIONS, (3) TOTALS BY REGIONAL GROUP, AND (4) STATISTICAL ANALYSIS RESULTS. TWO SPECIAL ADDENDA WERE ALSO INCLUDED WHICH LISTED THE CRITICAL LANGUAGES WITH THE NUMBER OF STATES, INSTITUTIONS, AND TEACHERS ARRANGED (1) BY ALPHABETICAL ORDER BY LANGUAGE AND (2) BY STATE. (RS)

ED 003 960 48
TEACHER EDUCATION CURRICULA IN THE MODERN FOREIGN LANGUAGES.
BY- CHILDERS, J. WESLEY AND OTHERS
MODERN LANGUAGE ASSN. OF AMERICA, NEW YORK, N.Y.
REPORT NUMBER NDEA-VI-1-9 PUB DATE NOV 61
CONTRACT OEC-SAE-8342
EDRS PRICE MF-$0.09 HC-$1.20 30P. REPRINT FROM REPORTS OF SURVEYS AND STUDIES IN THE TEACHING OF MODERN FOREIGN LANGUAGES, NOV. 1961

DESCRIPTORS- *COLLEGE CURRICULUM, *CURRICULUM RESEARCH, *LANGUAGE INSTRUCTION, *MODERN LANGUAGES, *TEACHER EDUCATION, HIGHER EDUCATION, LANGUAGE PATTERNS, NATIONAL SURVEYS, NEW YORK, NEW YORK CITY, QUESTIONNAIRES,

A NATIONWIDE SURVEY WAS CONDUCTED OF MODERN LANGUAGE TEACHER EDUCATION CURRICULUMS. FOUR TYPES OF QUESTIONNAIRES WERE DEVELOPED FOR (1) LIBERAL ARTS COLLEGES, (2) TEACHERS COLLEGES, (3) GRADUATE SCHOOLS OF ARTS AND SCIENCES, AND (4) GRADUATE SCHOOLS OF EDUCATION, AND ADDRESSED TO 1,058 OF THESE INSTITUTIONS. A TOTAL OF 758 REPORTED THAT THEY OFFERED PREPARATION IN MODERN LANGUAGES FOR CERTIFICATION IN SECONDARY AND/OR ELEMENTARY SCHOOLS. THE INFORMATION PRESENTED WAS BASED ON THE RESPONSES OF THESE 758 INSTITUTIONS. THE RESULTING INFORMATION INCLUDED DATA CONCERNING (1) THE QUESTIONNAIRE RESPONSES, (2) LANGUAGE AND SCHOOL LEVEL, (3) METHODS COURSES PRACTICES FOR UNDERGRADUATES AND GRADUATES, (4) STUDENT TEACHING ARRANGEMENTS, (5) TESTING, COURSES, AND REQUIREMENTS, AND (6) CURRICULUM ORGANIZATION IN GRADUATE SCHOOLS. A LIST SPECIFYING THE LANGUAGES TAUGHT AT EACH INSTITUTION WAS ALSO PRESENTED. THE RESULTS SHOWED THAT (1) MODERN LANGUAGE TEACHER-PREPARATION CURRICULA WERE OFFERED IN TWO OUT OF THREE INSTITUTIONS, (2) METHODS COURSES WERE USUALLY TAUGHT BY SPECIALISTS, AND (3) 80 PERCENT OF THE GRADUATE SCHOOLS TEST THE AUDIOLINGUAL COMPETENCY OF THEIR CANDIDATES. (RS)

ERIC

The Educational Research Information Center (ERIC) is a nationwide network comprising a Central Staff at the U.S. Office of Education and 14 decentralized information centers, or clearinghouses,* that are focused upon various substantive areas of education. The centers select and acquire significant research and research-related materials so they can inform others about the developments in their respective areas.

Clearinghouses are now also contributing the best and most timely of these research materials to ERIC's centralized document collection so that the materials can be announced in RESEARCH IN EDUCATION and made available through the ERIC Document Reproduction Service.

---

*See the following page for a list of these clearinghouses, their directors, areas of concentration, and addresses.

Dr. Edmund W. Gordon
ERIC Clearinghouse on the Disadvantaged
Yeshiva University
55 Fifth Avenue
New York, New York 10003

Dr. Arthur M. Cohen
ERIC Clearinghouse on Junior Colleges
University of California at Los Angeles
405 Hilgard Avenue
Los Angeles, California 90024

Dr. June B. Jordan
ERIC Clearinghouse on Exceptional Children
Council for Exceptional Children
National Education Association
1201 16th Street, N.W.
Washington, D.C. 20036

Dr. Alfred M. Potts, II
ERIC Clearinghouse on Rural Education and Small Schools
Box AP, University Park Branch
New Mexico State University
Las Cruces, New Mexico 88001

Dr. A. Hood Roberts
ERIC Clearinghouse on Linguistics and the Uncommonly Taught Languages
Center for Applied Linguistics
1717 Massachusetts Avenue, N.W.
Washington, D.C. 20036

Dr. Edward G. Summers
ERIC Clearinghouse on Reading
Indiana University
204 Pine Hall
Bloomington, Indiana 47401

Dr. Gary Walz
ERIC Clearinghouse on Counseling and Personnel Services
University of Michigan
Ann Arbor, Michigan 48104

Dr. John S. Richardson
ERIC Clearinghouse on Science Education
Ohio State University
1460 West Lane Avenue
Columbus, Ohio 43221

Mr. Roger DeCrow
ERIC Clearinghouse on Adult Education
Syracuse University
107 Roney Lane
Syracuse, New York 13210

Dr. Kenneth Mildenberger
ERIC Clearinghouse on the Teaching of Foreign Languages
Modern Language Association of America
62 Fifth Avenue
New York, New York 10011

Dr. Leonard J. West
ERIC Clearinghouse on School Personnel
City University of New York
33 West 42nd Street
New York, New York 10036

Dr. Robert E. Taylor
ERIC Clearinghouse on Vocational and Technical Education
Ohio State University
980 Kinnear Road
Columbus, Ohio 43212

Mr. Philip Piele
ERIC Clearinghouse on Educational Administration
University of Oregon
Eugene, Oregon 97403

Dr. Brian Carss
ERIC Clearinghouse on Early Childhood Education
University of Illinois
805 West Pennsylvania
Urbana, Illinois 61801

PACESETTERS IN INNOVATION, Fiscal Year 1966

ERIC has cooperated with the Program Development and Dissemination Branch, Bureau of Elementary and Secondary Education, to prepare a forthcoming publication entitled PACESETTERS IN INNOVATION, Fiscal Year 1966. This publication presents information on Projects to Advance Creativity in Education (PACE). The PACE program is authorized and funded under Title III, Supplementary Centers and Services, of the Elementary and Secondary Education Act of 1965.

The volume will be a compilation of planning and operational grants that were approved under the PACE program during fiscal year 1966 and supersedes PACESETTERS IN INNOVATION, Volume I, Issues 1-4. PACESETTERS IN INNOVATION, Fiscal Year 1966, will be available from the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.